DOCUMENT RESUME

ED 173 936 — CE 011 951

TITLE: A Practical Approach to Accountability in an Oklahoma School. Project SEEK.

INSTITUTION: Elk City Independent School District, Okla.; Oklahoma State Dept. of Education, Oklahoma City.; Southwest Oklahoma Region 14 Service Center, Elk City.

SPONS AGENCY: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

PUB DATE: 75

NOTE: 69p.; Best copy available

EDRS PRICE: MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS: Course Objectives; *Educational Accountability; Educational Needs; *Educational Objectives; Elementary Secondary Education; *Federal Regulation; Management by Objectives; State Legislation; *State Standards

IDENTIFIERS: Elk City Public Schools OK; Goal Setting

ABSTRACT

This booklet presents the accountability program developed by the Elk City (Oklahoma) Public Schools. During the first year of the program ten broad educational goals were formulated through a series of administrator workshops, accountability committee meetings, informal surveys of the community, and questionnaires for teachers and students. During the second year, teachers wrote goals and objectives for their department and grade areas. When the goals were written for each grade level, federal and state requirements (listed in the publication) were taken into consideration. Lengthy examples of both process and product goals and objectives for individual grades and departments are included in the publication. (JM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

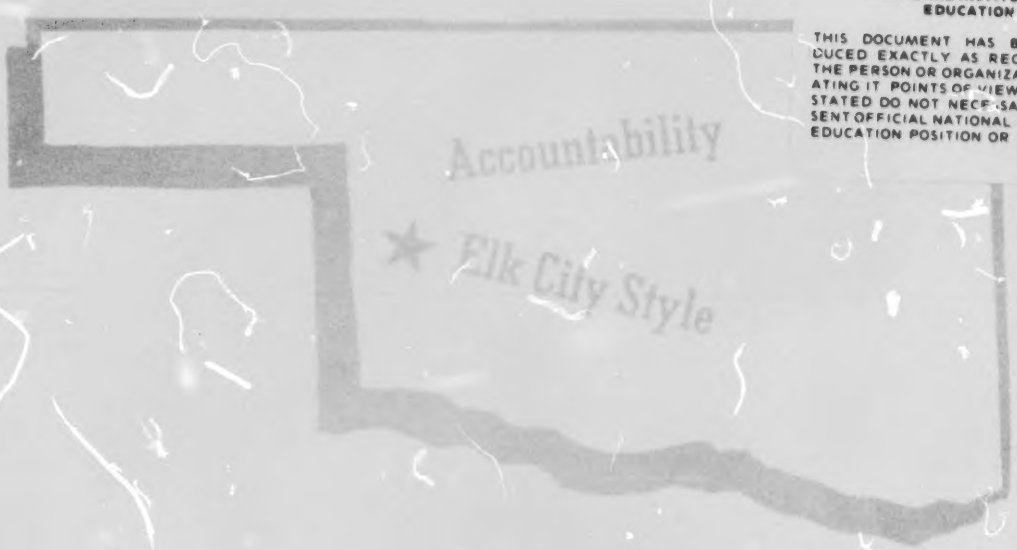
BEST COPY AVAILABLE

ED173936

PROJECT SEEK
STATE DEPARTMENT OF EDUCATION

A Practical Approach To Accountability In An Oklahoma School

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY



Presented by Elk City Public School

and

S. W. OKLAHOMA REGION 14 SERVICE CENTER

In Cooperation with

STATE DEPARTMENT OF EDUCATION

Dr. Leslie Fisher, Superintendent

EA 011 951

Printed in part by Title III ESEA Public Law 89-10 Funds

DR. JOE WHITE
Superintendent
Elk City Schools

JIM COFFEY
School Psychologist

JERRY WADE
Project Director

Southwest Oklahoma Region 14 Service Center

Title III ESEA Project
P. O. BOX 947 Phone 225-4340
ELK CITY, OKLAHOMA 73644

Dear Fellow Superintendent:

The Southwest Oklahoma Region 14 Service Center with support from the State Department of Education and other education agencies in Oklahoma has assisted Elk City Public Schools in developing the accompanying accountability booklet. I quickly add that this booklet is not intended to represent the ideal model for an accountability program, but is merely one district's approach to developing a workable accountability program.

The Elk City Board of Education, administration and teachers have been deeply involved in the accountability process. We feel that the model which has been developed is one which fulfills the needs of our school system. It is my hope that this model might be helpful to you and your teachers in your work with the accountability process. The goals and objectives listed in our booklet are not the comprehensive coverage we would have liked to have included. Instead, each department's goals and objectives have been edited to skeletal examples in order to restrict the length of the publication.

The Elk City Schools and the Southwest Oklahoma Region 14 Service Center are indeed grateful to Dr. Leslie Fisher and to Mr. Pat O'Dell for their interest and support given in this project. We would be extremely interested in receiving information from you concerning your school's accountability program. If you have questions concerning Elk City's approach to accountability, please direct your questions to Mr. Jim Coffee, c/o Southwest Service Center, Elk City Public Schools, Elk City.

Sincerely,

Joe E. White

Joe E. White, Supt.
Elk City Schools

JW:ct

A PRACTICAL APPROACH TO ACCOUNTABILITY IN AN OKLAHOMA SCHOOL

PUBLISHED BY
ELK CITY PUBLIC SCHOOLS
AND
SOUTHWEST OKLAHOMA REGION 14 SERVICE CENTER

IN COOPERATION WITH
STATE DEPARTMENT OF EDUCATION
JR. LESLIE FISHER, SUPERINTENDENT

PRINTED IN PART BY TITLE III ESEA 73-10 FUNDS

1975

ACKNOWLEDGMENTS

SPECIAL RECOGNITION IS GIVEN TO DR. LESLIE FISHER AND THE ABLE STAFF OF THE STATE DEPARTMENT OF EDUCATION, IN PARTICULAR, MR. PAT O'DELL, THE STATE ACCOUNTABILITY COORDINATOR. ANOTHER PERSON WHO WAS VERY HELPFUL WAS DR. KEN ELSNER, ASSISTANT SUPERINTENDENT, EDMOND PUBLIC SCHOOLS.

LOCALLY, THE ELK CITY BOARD OF EDUCATION--DR. CHARLES JOY, MR. GLEN DALONE, E.V. BAKER, M.D., J. FRED RULE, D.V.M., MR. W.A. (SKIP) CARLSON AND MR. JOHN CRAIG--ARE TO BE CITED FOR PROVIDING THE NECESSARY LEADERSHIP.

ANOTHER IMPORTANT GROUP OF PEOPLE WHOSE TIME AND ASSISTANCE WERE INVALUABLE WAS THE LOCAL ACCOUNTABILITY COMMITTEE: MR. WILLIAM BROWN, MRS. LOIS HARRISON, MISS PEGGY JONES, MRS. JANICE O'DELL, MR. FRANK RANDLE, DR. MIKE SMITH, MR. RICHARD WOODMAN, AND DR. JIM COFFEY. DR. NEAL EDWARDS, DR. KENNETH HART AND DR. JOE E. WHITE SERVED AS EX-OFFICIO MEMBERS.

THE PRINCIPALS DID AN OUTSTANDING JOB OF COORDINATING AND ASSISTING AT THE BUILDING LEVEL. IN ADDITION, THEY ASSISTED IN DEVELOPING THE MISSION REQUIREMENTS.

THE BACKBONE OF ELK CITY'S ACCOUNTABILITY PROGRAM IS THE TEACHERS. THEY WORKED VERY DILIGENTLY AND PRODUCED VERY GOOD GOALS AND OBJECTIVES. THEY ARE TO BE COMMENDED FOR THEIR WILLINGNESS TO WORK AND FOR AN EXCELLENT JOB PERFORMED.

TABLE OF CONTENTS

Acknowledgments II

Introduction. 1

Superintendent's Comments 3

Accountability Elk City Style 4

Mission Requirements. 11

Teacher Committees. 29

Goals and Objectives. 33

(A) Process . . . . . .

1. Superintendent. 34

2. Principals. 35

3. Counselor 36

(B) Product . . . . . .

1. Kindergarten - third grade. . . 37

2. Departments 41

INTRODUCTION

ELK CITY PUBLIC SCHOOLS, ACCREDITED BY OKLAHOMA STATE DEPARTMENT OF EDUCATION AND NORTH CENTRAL ACCREDITING ASSOCIATION, INCLUDES AN AREA OF 68 SQUARE MILES AND HAS ENROLLMENT SLIGHTLY ABOVE 1700. THE SCHOOL'S ANNUAL BUDGET IS APPROXIMATELY 2.25 MILLION DOLLARS. THE SCHOOL SYSTEM CONSISTS OF A HIGH SCHOOL, JUNIOR HIGH AND THREE ELEMENTARY SCHOOLS.

ADULT BASIC EDUCATION, WHICH OFFERS CLASSES BOTH DURING THE DAY AND AT NIGHTTIME, IS AN IMPORTANT PART OF THE SCHOOL. FORTY-FIVE PERSONS EARNED THE HIGHSCHOOL EQUIVALENCY CERTIFICATE THROUGH THE ADULT EDUCATION PROGRAM IN 1974.

ALSO UNDER THE ADMINISTRATION OF THE ELK CITY SCHOOLS ARE TWO REGIONAL EDUCATIONAL SERVICES--SOUTHWEST OKLAHOMA AREA #14 SERVICE CENTER AND REGIONAL EDUCATIONAL SERVICE CENTER. ONE IS FOR THE PURPOSE OF EVALUATING AND DIAGNOSING LEARNING DISABILITIES AND ENRICHING THE QUALITY OF SPECIAL EDUCATION; THE OTHER IS INVOLVED IN THE TRAILS PROGRAM, A METHOD FOR INDIVIDUALIZING INSTRUCTION FOR GRADES 5 - 9.

THROUGHOUT THE REGULAR SCHOOL YEAR, THE SCHOOL SYSTEM OFFERS SUCH SPECIAL SERVICES AND PROGRAMS AS MIGRANT EDUCATION, TITLE I, INDIVIDUALIZED INSTRUCTION, AUTOMATED READING INSTRUCTION IN GRADES 1 - 3, COMPUTER-AIDED INSTRUCTION, SPECIAL CLASSES FOR THE LEARNING DISABLED AND EDUCABLY MENTALLY HANDICAPPED, AND A HIGH-RISK KINDERGARTEN PROGRAM WHICH DETECTS AND SEEKS TO ALLEVIATE LEARNING PROBLEMS DURING EARLY CHILDHOOD.

ELK CITY HIGH SCHOOL IS ONE OF THE AREA SCHOOLS PARTICIPATING IN WESTERN OKLAHOMA AREA VOCATIONAL-TECHNICAL SCHOOL AT BURNS FLAT. STUDENTS WHO WISH TO PURSUE A VOCATIONAL TRAINING COURSE IN HIGH SCHOOL ARE TRANSPORTED DAILY TO THE VO-TECH SCHOOL FOR ONE-HALF DAY CLASSES. AT THE VO-TECH SCHOOL, STUDENTS HAVE THEIR CHOICE OF NEARLY A DOZEN VOCATIONAL TRAINING AREAS.

SECONDARY STUDENTS HAVE MANY OPPORTUNITIES TO FULFILL THEIR INTERESTS THROUGH EXTRA-CURRICULAR ACTIVITIES. THERE ARE 28 ACTIVITIES IN HIGH SCHOOL AND 17 IN JUNIOR HIGH. EXTRA-CURRICULAR OPPORTUNITIES MAY BE FOUND IN THE AREAS OF ATHLETICS, INSTRUMENTAL AND VOCAL MUSIC, SPEECH AND DRAMA, VOCATIONAL ORGANIZATIONS AND SCHOOL SUPPORT ORGANIZATIONS. ELK CITY SCHOOLS UPHOLD A TRADITION OF STATEWIDE RECOGNITION IN VIRTUALLY ALL OF THESE EXTRA-CURRICULAR AREAS, AS WELL AS IN ACADEMICS. ECHS REGULARLY AND FREQUENTLY HAS STATE CHAMPIONS IN ATHLETICS, MUSIC AND DRAMA. THE SCHOOL IS ALSO REPRESENTED BY OFFICERS OF STATE STUDENT ORGANIZATIONS, AND ITS STUDENTS RECEIVE RECOGNITION FROM NATIONAL MERIT FOUNDATION.

THE ELEMENTARY SCHOOLS, TOO, OFFER COMPETITIVE ATHLETIC PROGRAMS IN ADDITION TO PHYSICAL EDUCATION CLASSES WHICH ARE A PART OF EVERY CHILD'S CURRICULUM. INSTRUMENTAL AND VOCAL MUSIC ARE ALSO AVAILABLE TO ELEMENTARY STUDENTS WHO HAVE SPECIAL INTERESTS AND TALENTS IN THESE AREAS.

A WELL-QUALIFIED STAFF IS EMPLOYED BY ELK CITY SCHOOLS TO SERVE, GUIDE AND INSTRUCT THE STUDENTS. THE NUMBER OF STAFF MEMBERS TOTALS 147, INCLUDING 111 PROFESSIONAL PERSONNEL AND 36 NONPROFESSIONAL. MEMBERS OF THE FACULTY HOLD 62 MASTER'S DEGREES. VIRTUALLY EVERY MEMBER OF THE PROFESSIONAL STAFF HOLDS A BACHELOR'S DEGREE. FURTHERMORE, THE FACULTY IS ON A PROGRAM OF CONTINUING EDUCATION.

ABOUT 60% OF ELK CITY HIGH SCHOOL GRADUATES ATTEND COLLEGE OR VOCATIONAL TRAINING SCHOOLS. NEARBY COLLEGES INCLUDE SAYRE JUNIOR COLLEGE (15 MILES FROM ELK CITY) AND SOUTHWESTERN OKLAHOMA STATE UNIVERSITY AT WEATHERFORD (42 MILES FROM ELK CITY). GRADUATES CAN ALSO STUDY VOCATIONAL COURSES AT THE AREA VO-TECH SCHOOL AT BURNS FLAT (13 MILES).

SUPERINTENDENT'S COMMENTS

IN AN ERA WHEN THE UNITED STATES IS APPROACHING ITS 200TH ANNIVERSARY, THE WORD ACCOUNTABILITY HAS BECOME A COMMONLY USED TERM IN AMERICAN PUBLIC SCHOOL EDUCATION CIRCLES. MOST EDUCATORS STIFFENED WHEN WE HEARD "ACCOUNTABILITY," BECAUSE WE FELT IT WOULD BE DISASTEROUS TO IMPLEMENT ACCOUNTABILITY PROGRAMS WHEN THERE WAS SO MUCH INEQUITY FROM SCHOOL TO SCHOOL IN TERMS OF RESOURCES, CLASS SIZE, FINANCES, COMMUNITY CLIENTELE AND MANY OTHER KEY FACTORS. HOWEVER, MOST OF US WHO HAVE BECOME DEEPLY INVOLVED IN ACCOUNTABILITY, REALIZE IT IS A VERY IMPORTANT STEP TOWARD TOTAL SCHOOL PRODUCTIVITY.

FOR MANY YEARS EDUCATORS HAVE KNOWN THAT LARGE CLASSES, INADEQUATE FINANCING, SCHOOL DISRUPTIONS, EXCESSIVE ABSENCES, LOW GRADE FACILITIES, UNENTHUSIASTIC EDUCATORS AND MANY MORE LIABILITIES WERE DETRIMENTAL TO EDUCATIONAL GROWTH. IT IS A DISTINCT POSSIBILITY THAT AN EFFECTIVE ACCOUNTABILITY PROGRAM COULD ENABLE EDUCATORS AT THE LOCAL LEVEL TO INFLUENCE OUR ELECTED POLITICAL LEADERS TO REALIZE A STRONG NEED TO PROVIDE SUPPORT TO ENABLE US TO OVERCOME SOME OF OUR MORE OBVIOUS CONSTRAINTS.

THE TERM "ACCOUNTABLE TO WHOM" ALWAYS IS MENTIONED IN THE EARLY STAGES OF AN ACCOUNTABILITY PROGRAM. SURELY MANY HAVE SAID, "THEY WILL COMPARE MY STUDENTS TO OTHER TEACHER'S STUDENTS." MY ANSWER TO THAT IS SIMPLY, "WHY WORRY ABOUT THAT?" FOR WE HAVE BEEN PRE-POST-TESTING ALL OUR STUDENTS IN ELK CITY FOR THE PAST FOUR YEARS, AND WE HAVE BEEN COMPARING THEIR EDUCATIONAL ACHIEVEMENTS WITH NATIONAL NORMS DURING THAT TIME. I FEEL THE TERM "ACCOUNTABLE TO WHOM" MEANS ACCOUNTABLE TO ONE'S SELF, YOUR STUDENTS AND THEIR PARENTS. I DON'T THINK WE WOULD BE GUILTY OF OVER-GENERALIZING IF WE SAID THAT THE SAME CASE EXISTED IN THE ERA OF THE ONE-ROOM SCHOOL HOUSE AS IT DOES TODAY IN THE ERA OF MULTI-COMPLEX FACILITIES AND PROGRAMS.

JUDGING FROM THE PROGRESS HERE IN ELK CITY, I PERSONALLY FEEL OUR STAFF IS PERFORMING MORE PROFESSIONALLY BECAUSE OF THE MANY HOURS SPENT IN IN-SERVICE PLANNING. TODAY OUR ELK CITY STAFF IS MORE CAPABLE OF DEVELOPING EDUCATIONAL GOALS, STATING PERFORMANCE-TYPE OBJECTIVES, PLANNING ACTIVITIES LEADING TO THE ACHIEVEMENT OF STATED OBJECTIVES, AND EVENTUALLY MEASURING THE EXTENT TO WHICH OBJECTIVES HAVE BEEN ACCOMPLISHED. IT HAS BEEN AN EXTREME PLEASURE FOR ME TO OBSERVE OUR STAFF BECOME TOTALLY INVOLVED IN THIS EDUCATIONAL INNOVATION.

Joe E. White

DR. JOE E. WHITE

ACCOUNTABILITY ELK CITY STYLE

ELK CITY PUBLIC SCHOOLS HAD ITS FIRST INTRODUCTION TO ACCOUNTABILITY ON SEPTEMBER 13, 1973 AT ONE OF THE STATE-WIDE ORIENTATION MEETINGS HELD AT SOUTHWESTERN STATE UNIVERSITY. THOSE WHO ATTENDED WERE DR. JOE E. WHITE, MR. NEAL EDWARDS, MR. LEROY BRUCE, MR. DON MCDONALD, MISS HAZEL KIRBIE, MR. KENNETH HART, MR. BOB KENNEMER, MR. JERRY WADE AND MR. JIM COFFEY.

DR. JOE E. WHITE SELECTED MR. JIM COFFEY TO BE THE CHAIRMAN OF ELK CITY'S ACCOUNTABILITY COMMITTEE. IT WAS DECIDED AFTER A MEETING WITH DR. WHITE, MR. EDWARDS AND MR. COFFEY THAT A SERIES OF WORKSHOPS WOULD BE BENEFICIAL FOR ALL INTERESTED SCHOOL ADMINISTRATORS. THE REGION 14 SERVICE CENTER WAS TO BE THE HOST.

THE FIRST WORKSHOP WAS HELD ON SEPTEMBER 21, 1973 AT THE SERVICE CENTER. A TOTAL OF 51 SCHOOL ADMINISTRATORS ATTENDED. IMPLEMENTATION AND A SUGGESTED TIME LINE WERE DISCUSSED.

THE SECOND WORKSHOP WAS HELD ON OCTOBER 5, 1973. DR. KEN STCLAIR ASSISTED MR. COFFEY IN GIVING THE SCHOOLS SOME SAMPLES ON NEEDS ASSESSMENT QUESTIONNAIRES. SEVERAL RATING SCALES WERE SUGGESTED. SIXTY-ONE SCHOOL PEOPLE ATTENDED.

THE THIRD WORKSHOP WAS HOSTED ON DECEMBER 7, 1973. DR. CHARLES SANDMAN, STATE DEPARTMENT OF EDUCATION, SPOKE TO THE GROUP ABOUT GROUP TESTING. HE ANSWERED QUESTIONS SUBMITTED BY ADMINISTRATORS OF THE REGION. HIS MAIN THEME WAS GROUP TEST'S ROLE IN THE ACCOUNTABILITY MODEL.

THE FOURTH WORKSHOP WAS HELD ON FEBRUARY 15, 1974. MR. MONROE CHADWICK, MRS. SHERMAN GARRISON AND MR. DELBERT HOLT REPORTED TO THE GROUP HOW THE NEEDS ASSESSMENT PHASE HAD BEEN HANDLED IN THEIR RESPECTIVE COMMUNITIES. THEY ALSO DISTRIBUTED COPIES OF THEIR GENERAL NEEDS INDICATORS.

DR. WHITE APPOINTED A COMMITTEE OF SCHOOL PATRONS TO SERVE ON ELK CITY'S ACCOUNTABILITY STEERING COMMITTEE. THEY WERE: MR. WILLIAM BROWN, MR. JIM COFFEY, CHAIRMAN, MRS. LOIS HARRISON, MISS PEGGY JONES, MRS. JANICE O'DELL, MR. FRANK RANDLE, MR. MIKE SMITH, AND MR. RICHARD WOODMAN. DR. WHITE, MR. NEAL EDWARDS, AND MR. KENNETH HART WERE APPOINTED TO SERVE AS EX-OFFICIO MEMBERS. THE COMMITTEE WAS ABLY ASSISTED BY THE PRINCIPALS OF ELK CITY. ONE OF THE FIRST TASKS WAS TO LOOK AT THE MISSION REQUIREMENTS.

THE FIRST GENERAL COMMITTEE MEETING WAS HELD ON DECEMBER 10. ALL MEMBERS WERE PRESENT EXCEPT FOR MR. WILLIAM BROWN. THE MEMBERS WERE THANKED FOR THEIR WILLINGNESS TO SERVE ON SUCH AN IMPORTANT COMMITTEE. THE FINAL COPY OF THE MISSION REQUIREMENTS WAS DISTRIBUTED. ALSO THE DUTIES AND RESPONSIBILITIES OF EACH COMMITTEE MEMBER WERE OUTLINED. A GENERAL DISCUSSION FOLLOWED AND A DATE FOR THE SECOND GENERAL MEETING WAS DISCUSSED.

THE SECOND GENERAL ACCOUNTABILITY STEERING COMMITTEE WAS HELD ON JANUARY 22, 1974 AT THE BOARD OF EDUCATION. EACH MEMBER REPORTED THE RESPONSES FROM THEIR INFORMAL SURVEYS OF FRIENDS AND ACQUAINTANCES. THE FOLLOWING ARE THE MAIN TOPICS INDICATED BY THE PEOPLE WITH WHOM THEY HAD DISCUSSION.

1. WELL-ROUNDED CHILD.
2. ACCEPTANCE AMONG CHILDREN.
3. PREPARE STUDENTS TO MAKE A LIVING (VOCATIONAL)
4. BE ABLE TO CONDENSE MATERIAL (READING)
5. RESPECT AND GETTING ALONG WITH OTHER PEOPLE AROUND THEM.
6. READING.
7. SELF-CONCEPT; SELF-ACCEPTANCE.
8. BASIC MATH.
9. TEACHERS NEED TO TEACH "FOLLOWING DIRECTIONS".
10. GRAMMAR.

AFTER THE GENERAL DISCUSSION OF THESE GENERAL NEED INDICATORS WHICH WERE REFLECTIVE OF THE COMMUNITY, ALL MEMBERS OF THE COMMITTEE WERE GIVEN A COPY OF THE P.A.A. GOALS. EACH MEMBER WAS ASKED TO RANK THE TOP 10 OUT OF 13. WHEN THIS WAS COMPLETED, THE COMMITTEE MEMBERS WERE PAIRED AND ASKED TO AGREE ON THEIR TOP TEN. FROM THIS CONSENSUS, AN ARITHMETIC AVERAGE WAS COMPUTED. THE FOLLOWING IS THE LIST:

1. DEVELOP SKILLS IN READING, WRITING, SPEAKING AND LISTENING
   A. DEVELOP ABILITY TO COMMUNICATE IDEAS AND FEELINGS EFFECTIVELY.
   B. DEVELOP SKILLS IN ORAL AND WRITTEN ENGLISH.

2. DEVELOP GOOD CHARACTER AND SELF-RESPECT
   A. DEVELOP MORAL RESPONSIBILITY AND A SOUND ETHICAL AND MORAL BEHAVIOR.
   B. DEVELOP THE STUDENT'S CAPACITY TO DISCIPLINE HIMSELF TO WORK, STUDY, AND PLAY CONSTRUCTIVELY.
   C. DEVELOP A MORAL AND ETHICAL SENSE OF VALUES, GOALS, AND PROCESSES OF FREE SOCIETY.
   D. DEVELOP STANDARDS OF PERSONAL CHARACTER AND IDEAS.

3. GAIN A GENERAL EDUCATION
   A. DEVELOP BACKGROUND AND SKILLS IN THE USE OF NUMBERS, NATURAL SCIENCES, MATHEMATICS, AND SOCIAL SCIENCES.
   B. DEVELOP A FUND OF INFORMATION AND CONCEPTS.
   C. DEVELOP SPECIAL INTERESTS AND ABILITIES.

4. LEARN HOW TO BE A GOOD CITIZEN
   A. DEVELOP AN AWARENESS OF CIVIC RIGHTS AND RESPONSIBILITIES.
   B. DEVELOP ATTITUDES FOR PRODUCTIVE CITIZENSHIP IN A DEMOCRACY.
   C. DEVELOP AN ATTITUDE OF RESPECT FOR PERSONAL AND PUBLIC PROPERTY.
   D. DEVELOP AN UNDERSTANDING OF THE OBLIGATIONS AND RESPONSIBILITIES OF CITIZENSHIP.

5. DEVELOP PRIDE IN WORK AND A FEELING OF SELF-WORTH
   A. DEVELOP A FEELING OF STUDENT PRIDE IN HIS ACHIEVEMENTS AND PROGRESS.
   B. DEVELOP SELF-UNDERSTANDING AND SELF-AWARENESS.
   C. DEVELOP THE STUDENT'S FEELING OF POSITIVE SELF-WORTH, SECURITY, AND SELF-ASSURANCE.

6. DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE
   A. DEVELOP INTELLECTUAL CURIOSITY AND EAGERNESS FOR LIFELONG LEARNING.
   B. DEVELOP A POSITIVE ATTITUDE TOWARD LEARNING.
   C. DEVELOP A POSITIVE ATTITUDE TOWARD CONTINUING INDEPENDENT EDUCATION.

7. LEARN TO RESPECT AND GET ALONG WITH PEOPLE WITH WHOM WE WORK AND LIVE
   A. DEVELOP APPRECIATION AND RESPECT FOR THE WORTH AND DIGNITY OF INDIVIDUALS.
   B. DEVELOP RESPECT FOR INDIVIDUAL WORTH AND UNDERSTANDING OF MINORITY OPINIONS AND ACCEPTANCE OF MAJORITY DECISIONS.
   C. DEVELOP A COOPERATIVE ATTITUDE TOWARD LIVING AND WORKING WITH OTHERS.

8.5. LEARN HOW TO RESPECT AND GET ALONG WITH PEOPLE WHO THINK, DRESS AND ACT DIFFERENTLY
   A. DEVELOP AN APPRECIATION FOR AND AN UNDERSTANDING OF OTHER PEOPLE AND OTHER CULTURES.
   B. DEVELOP AN UNDERSTANDING OF POLITICAL, ECONOMIC, AND SOCIAL PATTERNS OF THE REST OF THE WORLD.
   C. DEVELOP AWARENESS OF THE INTERDEPENDENCE OF RACES, CREEDS, NATIONS AND CULTURES.
   D. DEVELOP AN AWARENESS OF THE PROCESSES OF GROUP RELATIONSHIPS.

9.5. PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY
   A. ESTABLISH AN EFFECTIVE INDIVIDUAL PHYSICAL FITNESS PROGRAM.
   B. DEVELOP AN UNDERSTANDING OF GOOD PHYSICAL HEALTH AND WELL BEING.
   C. ESTABLISH SOUND PERSONAL HEALTH HABITS AND INFORMATION.
   D. DEVELOP A CONCERN FOR PUBLIC HEALTH AND SAFETY.

10. LEARN HOW TO BE A GOOD MANAGER OF MONEY, PROPERTY AND RESOURCES
   A. DEVELOP AN UNDERSTANDING OF ECONOMIC PRINCIPLES AND RESPONSIBILITIES.
   B. DEVELOP ABILITY AND UNDERSTANDING IN PERSONAL BUYING, SELLING AND INVESTMENT.
   C. DEVELOP SKILLS IN MANAGEMENT OF NATURAL AND HUMAN RESOURCES AND MAN'S ENVIRONMENT.

THIS COMPLETED, THE GOALS WERE GIVEN TO ALL TEACHERS IN THE SCHOOL SYSTEM TO COMPARE WHAT THE COMMUNITY EXPECTS THE SCHOOL TO DO WITH WHAT THE SCHOOL IS DOING. THEY WERE ASKED TO RANK THESE GENERAL NEEDS, BASED ON THE STUDENTS THEY HAD IN THEIR CLASSES, AFTER THEY HAD CHECKED ALL PERTINENT FILES, RECORDS, TEST DATA, ETC.

STUDENTS WERE GIVEN THESE SAME GENERAL NEEDS INDICATORS AND ASKED TO RANK THEM ACCORDING TO HOW THEY FELT THEY WERE IMPORTANT, BASED ON THEIR SCHOOL EXPERIENCE.

THE TEACHERS' AND STUDENTS' RANKING SHEETS WERE THEN TALLIED. FROM THIS, THE TOP TEN GOALS WERE DETERMINED. THE FOLLOWING IS A LIST OF ELK CITY'S GOALS:

1. LEARN HOW TO BE A GOOD MANAGER OF MONEY, PROPERTY, AND RESOURCES
   A. DEVELOP AN UNDERSTANDING OF ECONOMIC PRINCIPLES AND RESPONSIBILITIES.
   B. DEVELOP ABILITY AND UNDERSTANDING IN PERSONAL BUYING, SELLING AND INVESTMENT.
   C. DEVELOP SKILLS IN MANAGEMENT OF NATURAL AND HUMAN RESOURCES AND MAN'S ENVIRONMENT.

2. PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY
   A. ESTABLISH AN EFFECTIVE INDIVIDUAL PHYSICAL FITNESS PROGRAM.
   B. DEVELOP AN UNDERSTANDING OF GOOD PHYSICAL HEALTH AND WELL BEING.
   C. ESTABLISH SOUND PERSONAL HEALTH HABITS AND INFORMATION.
   D. DEVELOP A CONCERN FOR PUBLIC HEALTH AND SAFETY.

3. LEARN HOW TO BE A GOOD CITIZEN
   A. DEVELOP AN AWARENESS OF CIVIC RIGHTS AND RESPONSIBILITIES.
   B. DEVELOP ATTITUDES FOR PRODUCTIVE CITIZENSHIP IN A DEMOCRACY.
   C. DEVELOP AN ATTITUDE OF RESPECT FOR PERSONAL AND PUBLIC PROPERTY.
   D. DEVELOP AN UNDERSTANDING OF THE OBLIGATIONS AND RESPONSIBILITIES OF CITIZENSHIP.

4. DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE
   A. DEVELOP INTELLECTUAL CURIOSITY AND EAGERNESS FOR LIFELONG LEARNING.
   B. DEVELOP A POSITIVE ATTITUDE TOWARD LEARNING.
   C. DEVELOP A POSITIVE ATTITUDE TOWARD CONTINUING INDEPENDENT EDUCATION.

5. LEARN HOW TO RESPECT AND GET ALONG WITH PEOPLE WHO THINK, DRES AND ACT DIFFERENTLY
   A. DEVELOP AN APPRECIATION FOR AND AN UNDERSTANDING OF OTHER PEOPLE AND OTHER CULTURES.
   B. DEVELOP AN UNDERSTANDING OF POLITICAL, ECONOMIC, AND SOCIAL PATTERNS OF THE REST OF THE WORLD.
   C. DEVELOP AWARENESS OF THE INTERDEPENDENCE OF RACES, CREEDS, NATIONS AND CULTURES.
   D. DEVELOP AN AWARENESS OF THE PROCESS OF GROUP RELATIONSHIPS

6. DEVELOP GOOD CHARACTER AND SELF-RESPECT
   A. DEVELOP MORAL RESPONSIBILITY AND A SOUND ETHICAL AND MORAL BEHAVIOR.
   B. DEVELOP THE STUDENT'S CAPACITY TO DISCIPLINE HIMSELF TO WORK, STUDY, AND PLAY CONSTRUCTIVELY.

6. CONTINUED.

C. DEVELOP A MORAL AND ETHICAL SENSE OF VALUES, GOALS, AND PROCESSES OF FREE SOCIETY.
D. DEVELOP STANDARDS OF PERSONAL CHARACTER AND IDEAS.

7. DEVELOP PRIDE IN WORK AND A FEELING OF SELF-WORTH
A. DEVELOP A FEELING OF STUDENT PRIDE IN HIS ACHIEVEMENTS AND PROGRESS.
B. DEVELOP SELF-UNDERSTANDING AND SELF-AWARENESS.
C. DEVELOP THE STUDENT'S FEELING OF POSITIVE SELF-WORTH, SECURITY, AND SELF-ASSURANCE.

8. LEARN TO RESPECT AND GET ALONG WITH PEOPLE WITH WHOM WE WORK AND LIVE
A. DEVELOP APPRECIATION AND RESPECT FOR THE WORTH AND DIGNITY OF INDIVIDUALS.
B. DEVELOP RESPECT FOR INDIVIDUAL WORTH AND UNDERSTANDING OF MINORITY OPINIONS AND ACCEPTANCE OF MAJORITY DECISIONS.
C. DEVELOP A COOPERATIVE ATTITUDE TOWARD LIVING AND WORKING WITH OTHERS.

9. DEVELOP SKILLS IN READING, WRITING, SPEAKING AND LISTENING
A. DEVELOP ABILITY TO COMMUNICATE IDEAS AND FEELINGS EFFECTIVELY.
B. DEVELOP SKILLS IN ORAL AND WRITTEN ENGLISH.

10. GAIN A GENERAL EDUCATION
A. DEVELOP BACKGROUND AND SKILLS IN THE USE OF NUMBERS, NATURAL SCIENCES, MATHEMATICS, AND SOCIAL SCIENCES.
B. DEVELOP A FUND OF INFORMATION AND CONCEPTS.
C. DEVELOP SPECIAL INTERESTS AND ABILITIES.

YEAR II ACCOUNTABILITY

THE SECOND YEAR OF ELK CITY'S ACCOUNTABILITY PROGRAM BEGAN WITH A GENERAL WORKSHOP ON AUGUST 20, 1974. THE PURPOSE WAS TO INSTRUCT THE FACULTY ON "HOW TO WRITE OBJECTIVES." PRACTICAL WAYS WERE DISCUSSED AS TO HOW TO IMPLEMENT THE SECOND YEAR OF ACCOUNTABILITY IN THE MOST EFFECTIVE MANNER.

THE NEXT PHASE WAS A MEETING OF THE ELK CITY PRINCIPALS, DR. JOE WHITE, DR. NEAL EDWARDS AND MR. COFFEY. AT THIS MEETING ON SEPTEMBER 10, 1974, A PLAN OF ACTION WAS WORKED OUT TO ASSIST THE TEACHERS IN IMPLEMENTING THE WRITING OF GOALS AND OBJECTIVES. THE DECISION WAS MADE THAT THE TEACHERS SHOULD BE DIVIDED INTO EITHER GRADE OR ACADEMIC AREAS. A TIME TABLE WAS DEVELOPED TO GIVE THE TEACHERS AMPLE TIME IN WHICH TO WORK. THE FOLLOWING WAS THE SCHEDULED TIME LINE:

SEPTEMBER 23, 1974

DR. WHITE EXPLAINED TO THE ENTIRE FACULTY THE PROPOSED TIME LINE. HE DIVIDED THE GROUPS OF TEACHERS BY GRADE LEVEL K-3 AND BY DEPARTMENT 4-6, 7-9 AND 10-12. EACH GROUP WAS TO SELECT A LEADER AND A RECORDER. THE LEADER IS RESPONSIBLE FOR TURNING IN TYPEWRITTEN COPIES OF THEIR GROUP'S GOALS AND OBJECTIVES TO THEIR BUILDING PRINCIPAL, DR. WHITE, AND TO MR. COFFEY. THE RECORDER IS TO MAKE A WRITTEN COPY LISTING THE FINAL CONSENSUS OF THE GRADE OR DEPARTMENT COMMITTEE'S GOALS AND OBJECTIVES. EACH PRINCIPAL WAS GIVEN A BOOKLET THAT HAD A SAMPLE OF GOALS AND OBJECTIVES FOR MOST DEPARTMENT AND GRADE AREAS.

OCTOBER 8, 1974

TEACHERS BEGAN WRITING GOALS AT THE SECOND IN-SERVICE MEETING: TEACHERS K-3 BY GRADE LEVEL AND TEACHERS OF GRADE 4-6 BY DEPARTMENT, I.E., ENGLISH TEACHERS, MATH TEACHERS, ETC. TEACHERS OF GRADES 7-9 AND 10-12 COMPLETED THE SAME ACTIVITY.

NOVEMBER 5, 1974

THE VARIOUS GRADE AND DEPARTMENTAL COMMITTEES WERE TO HAVE COMPLETED DEPARTMENT GOALS. EACH TEACHER DEVELOPED GOALS FOR THEIR AREA OF CONCENTRATION. AT THIS MEETING, TEACHERS BEGAN TO WRITE OBJECTIVES FOR THE CHILDREN TO MEET THE GOALS.

NOVEMBER 11, 1974

TEACHERS TURNED THE LESSON PLANS FOR THE NEXT WEEK'S ACTIVITIES WITH THE OBJECTIVES STATED TO WHICH THE ACTIVITIES RELATED, INTO THE BUILDING PRINCIPALS.

DECEMBER 13, 1974

THE TEACHERS MET FOR THE MONTHLY IN-SERVICE AND PRESENTED TO THE GROUP OR DEPARTMENT THE COMPLETED GOALS AND OBJECTIVES. A GENERAL DISCUSSION WAS HELD REGARDING QUESTIONS THAT HAD ARISEN.

DECEMBER 20, 1974

ALL GOALS (DEPARTMENT, GRADE, SUBJECT AREA) AND OBJECTIVES WERE TURNED INTO THE BUILDING PRINCIPAL, MR. WHITE AND MR. COFFEY.

MISSION REQUIREMENTS

FOR

ELK CITY PUBLIC SCHOOLS

1973-74

LAWS, RULES, REGULATIONS, GUIDELINES, POLICIES, AND SUPERORDINATE GOALS THAT DETERMINE THE NATURE OF THE ELK CITY PUBLIC SCHOOLS

PREPARED BY

STEERING COMMITTEE ON ACCOUNTABILITY

MR. WILLIAM BROWN
MISS PEGGY JONES
MR. JIM COFFEY
MRS. JANICE O'DELL
MR. NEAL EDWARDS
MR. FRANK RANDLE
MRS. LOIS HARRISON
MR. MIKE SMITH
MR. KENNETH HART
MR. RICHARD WOODMAN

MR. JOE E. WHITE - SUPERINTENDENT

INTRODUCTION

THIS DOCUMENT IS AN ATTEMPT ON THE PART OF THE STEERING COMMITTEE TO BRING TOGETHER IN ONE PUBLICATION, BY DIRECT QUOTATION OR BY REFERENCE, THE PERTINENT REQUIREMENTS CURRENTLY IMPINGING UPON THE DISTRICT. IT WILL BECOME APPARENT AS YOU READ THROUGH THIS DOCUMENT THAT MOST OF THE EDUCATIONAL ACTIVITIES CONDUCTED IN OUR SCHOOLS ARE THE DIRECT RESULT OF FEDERAL AND STATE LAWS.

MATERIAL CONTAINED IN THIS DOCUMENT MUST BE TAKEN INTO CONSIDERATION AS THE NEEDS ASSESSMENT COMMITTEE DEVELOPS GOALS THAT WILL GIVE DIRECTION TO THE PLANNING EFFORTS OF THE ELK CITY SCHOOLS. ALTHOUGH THE DOCUMENT SEEMS LENGTHY, WE HAVE TRIED TO SUMMARIZE AS MUCH AS POSSIBLE AND STILL PROVIDE THE FACTUAL INFORMATION NECESSARY FOR DECISION MAKING. IF YOU HAVE QUESTIONS CONCERNING ANY OF THE ENCLOSED MATERIAL, PLEASE CONTACT ANYONE ON THE STEERING COMMITTEE FOR ADDITIONAL DETAILS.

FEDERAL

THE UNITED STATES CONSTITUTION IS CONSPICUOUS BY ITS OMISSION OF ANY DIRECT PROVISIONS OR SPECIFIC REFERENCES CONCERNING EDUCATION. THE TENTH AMENDMENT STIPULATES THAT "THE POWERS NOT DELEGATED TO THE UNITED STATES BY THE CONSTITUTION, NOR PROHIBITED BY IT TO THE STATES, ARE RESERVED TO THE STATES RESPECTIVELY, OR TO THE PEOPLE."

EDUCATION IS THE RESPONSIBILITY OF THE STATE AND ACCORDINGLY, THE FEDERAL GOVERNMENT SHOULD NOT AND WILL NOT INTERFERE, SHORT OF A BLATANT VIOLATION OF A CONSTITUTIONAL RIGHT. THE RIGHT TO DUE PROCESS OF LAW, BOTH SUBSTANTIALLY AND PROCEDURALLY, IS ONE SO PROTECTED AND SPECIFICALLY REITERATED IN THE FIFTH AMENDMENT AND MADE APPLICABLE TO THE STATES VIA THE FOURTEENTH AMENDMENT WHICH SAYS "NO STATE SHALL MAKE OR ENFORCE THE LAW WHICH SHALL ABRIDGE THE PRIVILEGES OR IMMUNITIES OF CITIZENS OF THE UNITED STATES; NOR SHALL ANY STATE DEPRIVE ANY PERSON OF LIFE, LIBERTY OR PROPERTY, WITHOUT DUE PROCESS OF LAW; NOR DENY TO ANY PERSON WITHIN ITS JURISDICTION THE EQUAL PROTECTION OF THE LAWS."

THE FIRST AMENDMENT INCLUDES PROVISIONS FOR THE RIGHT OF FREEDOM OF EXPRESSION AND THIS RIGHT CONTINUES TO BE ONE WHICH IS DIFFICULT TO DEFINE AND CONTINUALLY DEFIES APPLICATION. IT WOULD BE A MISTAKE TO SUPPOSE THAT THE ONLY SUBSTANTIVE RIGHTS POSSESSED BY, OR OF IMPORTANCE TO, STUDENTS AND TEACHERS, ARE THOSE RECOGNIZED BY EITHER THE FIRST OR FIFTH AMENDMENTS. THE "EQUAL PROTECTION" CLAUSE OF THE FOURTEENTH AMENDMENT IS CONCERNED WITH THE RIGHT NOT TO BE DISCRIMINATED AGAINST BECAUSE OF RACE, COLOR, RELIGION, SEX OR NATIONAL ORIGIN.

ALL FEDERAL FUNDS RECEIVED BY THE SCHOOL DISTRICT ARE CONTINGENT UPON COMPLIANCE WITH PROVISION OF THE CONSTITUTION AS WELL AS GUIDE LINES AND REGULATIONS ADOPTED BY THE FEDERAL AGENCY FROM WHICH THE FUNDS ARE DISBURSED.

STATE

PERTINENT LAWS THAT HAVE BEEN PASSED BY THE STATE LEGISLATURE ARE:

A. "THE BOARD OF EDUCATION OF EACH SCHOOL DISTRICT SHALL HAVE POWER ... TO MAINTAIN AND OPERATE A COMPLETE PUBLIC SCHOOL SYSTEM OF SUCH CHARACTER AS THE BOARD OF EDUCATION SHALL DEEM BEST SUITED TO THE NEEDS OF THE SCHOOL DISTRICTS." (70-4-22)

"A BOARD OF EDUCATION CANNOT OPERATE A SCHOOL WHICH DOES NOT MEET ACCREDITATION STANDARDS ESTABLISHED BY THE STATE BOARD OF EDUCATION, EVEN THOUGH SCHOOL CAN BE OPERATED WITH LOCAL FUNDS AND NO STATE AID." AGO JULY 11, 1963

"THE BOARD OF EDUCATION OF EVERY SCHOOL DISTRICT IN THIS STATE IS HEREBY AUTHORIZED TO PROVIDE EDUCATIONAL COURSES FOR ALL PERSONS . . . SUCH EDUCATIONAL COURSES MAY INCLUDE GRADES ONE (1) TO TWELVE (12), INCLUSIVE, FOR PERSONS BETWEEN THE AGES OF SIX (6) AND TWENTY-ONE (21) YEARS AND MAY ALSO INCLUDE NURSERY AND KINDERGARTEN CLASSES, JUNIOR COLLEGE GRADES, VOCATIONAL INSTRUCTION, ADULT AND PART-TIME CLASSES AND OTHER SPECIAL CLASSES. THE CURRICULA AND QUALIFICATIONS OF TEACHERS SHALL BE DETERMINED BY THE STATE BOARD OF EDUCATION, EXCEPT AS OTHERWISE PROVIDED HEREIN." (70-4-38)

"COURSES OF STUDY FORMULATED, PRESCRIBED, ADOPTED OR APPROVED BY THE STATE BOARD OF EDUCATION FOR THE INSTRUCTION OF PUPILS IN THE PUBLIC SCHOOLS OF THE STATE SHALL INCLUDE SUCH COURSES AS ARE NECESSARY TO INSURE:

A. THE TEACHING OF CITIZENSHIP IN THE UNITED STATES, IN THE STATE OF OKLAHOMA, AND OTHER COUNTRIES, THROUGH THE STUDY OF IDEALS, HISTORY AND GOVERNMENT OF THE UNITED STATES, OTHER COUNTRIES OF THE WORLD, AND THE STATE OF OKLAHOMA, AND THROUGH THE STUDY OF THE PRINCIPLES OF DEMOCRACY AS THEY APPLY IN THE LIVES OF CITIZENS;
B. THE TEACHING OF HEALTH, PHYSICAL FITNESS, AND SAFETY THROUGH THE STUDY OF PROPER DIET, THE EFFECTS OF ALCOHOLIC BEVERAGES, NARCOTICS, AND OTHER SUBSTANCES ON THE HUMAN SYSTEM AND THROUGH THE STUDY OF SUCH OTHER SUBJECTS AS WILL PROMOTE HEALTHFUL LIVING AND HELP TO ESTABLISH PROPER HEALTH HABITS IN THE LIVES OF SCHOOL CHILDREN; AND THROUGH TRAINING IN THE DRIVING AND OPERATION OF MOTOR VEHICLES AND SUCH OTHER DEVICES OF TRANSPORTATION AS MAY BE DESIRABLE AND OTHER ASPECTS OF SAFETY WHICH WILL PROMOTE THE REDUCTION OF ACCIDENTS AND ENCOURAGE HABITS OF SAFE LIVING AMONG SCHOOL CHILDREN;
C. THE TEACHING OF THE NECESSARY BASIC SKILLS OF LEARNING AND COMMUNICATION, INCLUDING READING, WRITING, THE USE OF NUMBERS AND SUCH OTHER SKILLS AS MAY BE NECESSARY FOR EFFICIENCY IN THE NORMAL PROCESS OF LIVING;
D. THE TEACHING OF THE CONSERVATION OF NATURAL RESOURCES OF THE STATE AND THE NATION THAT ARE NECESSARY AND DESIRABLE TO SUSTAIN LIFE AND CONTRIBUTE TO THE COMFORT AND WELFARE OF THE PEOPLE NOW LIVING AND THOSE WHO WILL LIVE HERE IN THE FUTURE, SUCH AS SOIL, WATER, FORESTS, MINERALS, OILS, GAS, ALL FORMS OF WILD LIFE, BOTH PLANT AND ANIMAL, AND SUCH OTHER NATURAL RESOURCES AS MAY BE CONSIDERED DESIRABLE TO STUDY;
E. THE TEACHING OF VOCATIONAL EDUCATION, BY THE STUDY OF THE VARIOUS ASPECTS OF AGRICULTURE, THROUGH COURSES AND FARM YOUTH ORGANIZATIONS, SUCH AS FFA AND 4-H CLUBS, HOMEMAKING AND HOME ECONOMICS, TRADES AND INDUSTRIES, DISTRIBUTIVE EDUCATION, MECHANICAL AND INDUSTRIAL ARTS AND SUCH OTHER ASPECTS OF VOCATIONAL EDUCATION, AS WILL PROMOTE OCCUPATIONAL COMPETENCE AMONG SCHOOL CHILDREN AND ADULTS AND POTENTIAL AND ACTUAL CITIZENS OF THE STATE AND NATION.
F. THE TEACHING OF SUCH OTHER ASPECTS OF HUMAN LIVING AND CITIZENSHIP AS WILL ACHIEVE THE LEGITIMATE OBJECTIVES AND PURPOSES OF PUBLIC EDUCATION. (70-11-3)

B. STATE DEPARTMENT OF EDUCATION GOALS

TO IMPROVE ACHIEVEMENT OF ALL STUDENTS IN THE STATE BY FACILITATING INCREASED LEARNING OPPORTUNITIES IN ALL PHASES OF INSTRUCTION TO THE EFFECT THAT EACH STUDENT WILL:

A. HAVE PROFICIENCY IN READING AND HAVE SKILLS IN COMMUNICATING IDEAS THROUGH SPEAKING AND LISTENING.
B. HAVE KNOWLEDGE OF HIS OWN INTERESTS, ACQUIRE A POSITIVE ATTITUDE TOWARD LEARNING, AND MASTER THE SKILLS NECESSARY TO ACHIEVE HIS CHOSEN GOALS.
C. UNDERSTAND AND RESPECT OTHER PEOPLE'S WORTH, DIGNITY, AND RIGHTS REGARDLESS OF THEIR RACE, RELIGION, OR ECONOMIC STATUS AND BE SO CONCERNED FOR THE WELFARE OF OTHERS THAT HE DEVELOPS SKILL IN WORKING WITH THEM IN GROUPS OR AS INDIVIDUALS AND BECOMES EFFECTIVE IN SUCH HUMAN RELATIONSHIPS.
D. BEHAVE AS A RESPONSIBLE MEMBER OF SOCIETY ACTING TO PRESERVE IT WHILE APPRECIATING, MAINTAINING AND PROTECTING THE PHYSICAL ENVIRONMENT, BUT AT THE SAME TIME, HAVING THE ABILITY TO ADJUST TO INEVITABLE CHANGES IN HIS JOB AND IN HIS SOCIAL AND FAMILY LIFE.
E. HAVE SPIRITUAL, ETHICAL, AND MORAL VALUES THAT WILL PROVIDE SOUND GUIDES FOR PERSONAL LIVING AND RESULT IN AN UNDERSTANDING OF RIGHT AND WRONG AND ACCEPTABLE STANDARDS OF FAIR PLAY.
F. UNDERSTAND, RESPECT, AND APPRECIATE THE IMPORTANCE OF HOME AND FAMILY LIFE, COMMUNITY LIFE, AND AMERICA'S FORM OF GOVERNMENT.

ELK CITY ELEMENTARY SCHOOLS
GRADES K-

THE 1973 STATE DEPARTMENT OF EDUCATION ANNUAL BULLETIN FOR ELEMENTARY AND SECONDARY SCHOOLS LISTS THE FOLLOWING CRITERIA FOR ELEMENTARY SCHOOLS:

1. SCHEDULES, SUBJECTS TO BE TAUGHT

DAILY AND WEEKLY SCHEDULES OF TIME AND WORK SHOULD BE USED BY EACH TEACHER TO DETERMINE WHETHER THERE IS A FAIR AND BALANCED DISTRIBUTION OF TIME. THE FOLLOWING ALLOTMENT OF TIME IS SUGGESTED:

A. ONE-THIRD OF A DAY TO GROUP ACTIVITY--UNITS OF WORK--SOCIAL STUDIES, SCIENCE, ETC.

ONE-THIRD OF A DAY TO BASIC SKILLS--READING, LANGUAGE, WRITING, SPELLING, MATHEMATICS.

ONE-SIXTH OF A DAY TO DAILY LIVING--REST AND HEALTH.

ONE-TWELFTH OF A DAY TO ART, MUSIC.

ONE-TWELFTH OF A DAY TO PHYSICAL EDUCATION.
(P. 37, 1973 ANNUAL BULLE.)

B. THE STATE BOARD OF EDUCATION HAS APPROVED THE FOLLOWING LIST OF BASIC SUBJECTS FOR THE ELEMENTARY SCHOOLS OF OKLAHOMA:

FIRST GRADE:

READING
WRITING
LITERATURE
REMEDIAL READING
ART
MUSIC
HEALTH
MATHEMATICS
SOCIAL STUDIES
SCIENCE
PHYSICAL EDUCATION
DICTIONARY

SECOND GRADE:

MATHEMATICS
SOCIAL STUDIES
HEALTH
SCIENCE
READING
LANGUAGE
SPELLING
WRITING
ART
PHYSICAL EDUCATION
MUSIC
LITERATURE
REMEDIAL READING

THIRD GRADE:

MATHEMATICS
GEOGRAPHY
SOCIAL STUDIES
LITERATURE
DICTIONARY
HEALTH
SCIENCE
READING
LANGUAGE
SPELLING
WRITING
REMEDIAL READING
MUSIC
PHYSICAL EDUCATION
ART

Fourth Grade:	Fifth Grade:	Sixth Grade:
Mathematics	Mathematics	Mathematics
Geography	Geography	Geography
Social Studies	Social Studies	European History
Health	American History	Social Studies
Science	Science	Science
Reading	Reading	Oklahoma History
Spelling	Literature	Writing
Language	Remedial Reading	Reading
Writing	Spelling	Language
Literature	Writing	Spelling
Art	Dictionary	Literature
Remedial Reading	Art	Remedial Reading
Music	Health	Music
Dictionary	Music	Dictionary
Physical Education	Physical Education	Physical Education
	Language	Art
		Health

(pp. 38-39, 1973 Annual Bulletin)

c. Additionally, according to the Drug Abuse Education Act of 1972, drug abuse education must be instituted as part of the curriculum of every elementary school. (p. 33, 1973 Annual Bulletin)

2. Length of School Day

A school day shall consist of not less than six hours, exclusive of lunch periods, devoted to school activities, with the exception of the first grade, which shall consist of not less than five hours. (p. 32, 1973 Annual Bulletin)

A kindergarten day shall consist of not less than 2 hours. A kindergarten student may attend less than the 2 hours a day the first five days. (p. 36, 1973 Annual Bulletin)

3. No teacher in an elementary school will be approved to teach in excess of six hours per day. The total teaching load should not be excessive and should be distributed equitably among the teaching staff. (p. 33, 1973 Annual Bulletin)

4. Number of Students per Class and Pupil-Teacher Ratio

The number of students assigned to any class shall be commensurate with room accommodations, equipment, books, courses of study and supplies provided for the class, and health and safety provisions. An equal division of pupils, rather than grades should be made in elementary schools.

THE TEACHER-PUPIL RATIO IN ANY ELEMENTARY SCHOOL IN OKLAHOMA SHALL NOT EXCEED THE RATIO OF 1-TO-29. (P. 34, 1973 ANNUAL BULLETIN)

IT IS STRONGLY RECOMMENDED THAT THE TEACHER-PUPIL RATIO IN ANY ELEMENTARY SCHOOL NOT EXCEED THE RATIO OF 1-TO-25. THIS RATIO IS TO BE BASED AS OF OCTOBER 1 OF THE CURRENT SCHOOL YEAR. (P. 37, 1973 ANNUAL BULLETIN)

5. GROUPING

DIRECT TEACHING WILL BE NECESSARY IN THE SKILL SUBJECTS. IT MAY BE CONFINED TO INDIVIDUAL STUDENTS, BUT WHERE THE TEACHER FINDS MORE THAN ONE PUPIL NEEDING HELP WITH THE SAME PROBLEM, HE MAY CHOOSE TO WORK WITH THE GROUP AS A WHOLE. THE PROGRAM SHOULD BE PLANNED TO TAKE CARE OF THE INDIVIDUAL DIFFERENCES AS WELL AS TO PROVIDE COMMON EXPERIENCES FOR THE GROUP. (PP. 37 AND 38, 1973 ANNUAL BULLETIN)

WHEN CHILDREN ARE GROUPED FOR READING OR ANY OTHER SKILL SUBJECTS, THE GROUP SHOULD NOT CONTAIN MORE THAN 10 PUPILS AND SHOULD BE KEPT FLEXIBLE. THERE SHOULD NOT BE MORE THAN 3 GROUPS IN A CLASSROOM. (P. 37, 1973 ANNUAL BULLETIN)

6. HANDICAPPED CHILDREN'S SERVICES

SERVICES MUST BE PROVIDED FOR THE HANDICAPPED CHILDREN AND YOUTH. THE 1969 LEGISLATURE MADE SPECIAL EDUCATION MANDATORY.

SPECIAL EDUCATION IS A PROGRAM OF EDUCATION FOR THE EXCEPTIONAL CHILD WHO CANNOT SATISFACTORILY PROFIT FROM THE INSTRUCTIONAL PROGRAM OFFERED IN THE REGULAR CLASSROOM. IT OFFERS HIM THE OPPORTUNITY TO ADVANCE AT HIS OWN RATE OF DEVELOPMENT IN AN EFFORT TO TEACH THE OBJECTIVES OF EDUCATION WITHIN THE LIMITS OF HIS CAPABILITIES. IT PROVIDES FOR ADJUSTMENT OF MATERIALS AND TECHNIQUES OF INSTRUCTION NECESSARY TO MEET THE INTERESTS AND NEEDS OF THE EXCEPTIONAL CHILD. SPECIAL EDUCATION IS EDUCATION AT ITS BEST, AND IS A PART OF, NOT APART FROM THE REGULAR PROGRAM.

ADDITIONAL STATE AID IS ALLOCATED TO SCHOOL DISTRICTS FOR OPERATING SPECIAL EDUCATION PROGRAMS. CLASSES MAY BE APPROVED FOR THE FOLLOWING CATEGORIES OF EXCEPTIONAL CHILDREN, BEGINNING AT AGE FOUR FOR A MINIMUM OF TWELVE YEARS.

CLASS NAME	CLASS SIZE (IF SELF-CONTAINED) MINIMUM	MAXIMUM
PHYSICALLY HANDICAPPED	5	16
CHILDREN WITH LEARNING DISABILITIES	5	15
EMOTIONALLY DISTURBED	5	15
GIFTED	5	15
MULTIPLE HANDICAPPED	5	15
EDUCABLE MENTALLY HANDICAPPED	5	20
10 50-75		
TRAINABLE MENTALLY RETARDED	5	10
10 30-50		
SPEECH HANDICAPPED	75	100
VISITING COUNSELORS	250	
THE FOLLOWING MAY BEGIN SCHOOL AT AGE TWO FOR A MINIMUM OF TWELVE YEARS:		
DEAF AND HARD-OF-HEARING	5	16
BLIND AND PARTIALLY SIGHTED	5	16

(PP. 26 AND 27, 1973 ANNUAL BULLE.)

7. PROMOTION AND RETENTION

THE PROMOTION OR RETENTION OF PUPILS SHOULD BE BASED UPON THE TOTAL GROWTH OF EACH INDIVIDUAL CHILD RATHER THAN THE MENTAL GROWTH ALONE. SUCH FACTORS AS SOCIAL, EMOTIONAL AND PHYSICAL GROWTH, AS WELL AS MENTAL GROWTH, SHOULD BE TAKEN INTO CONSIDERATION. NORMALLY, THE PUPIL WILL AND SHOULD BE EXPECTED TO COMPLETE THE BASIC SUBJECTS OF THE ELEMENTARY SCHOOL BEFORE HE IS PROMOTED TO THE SECONDARY SCHOOL.

ELK CITY JUNIOR HIGH SCHOOLS

GRADES 7 - 8 - 9

DON MCDONALD, PRINCIPAL
TOTAL ENROLLMENT AS OF DECEMBER 12, 1973 IS 425.

MISSION REQUIREMENTS

THOSE BOUNDARIES ESTABLISHED BY LAWS, RULES, REGULATIONS, GUIDELINES, POLICIES, FUNCTIONS AND SUPERORDINATE GOALS ALREADY IN FORCE AS DETERMINED BY THE OKLAHOMA STATE LEGISLATURE, THE OKLAHOMA STATE DEPARTMENT OF EDUCATION, THE OKLAHOMA SECONDARY SCHOOL ACTIVITIES ASSOCIATION AND THE ELK CITY BOARD OF EDUCATION, WHICH EFFECT THE BELOW LISTED SCHOOL'S MISSION REQUIREMENTS IN THE AREAS OF SCHOOL PHILOSOPHY, STATEMENT OF SCHOOL'S OBJECTIVES AND THE TOTAL SCHOOL'S CURRICULUM.

SCHOOL PHILOSOPHY

TO EDUCATE, TRAIN, AND PROVIDE GUIDANCE FOR ALL STUDENTS WHO SEEK TO DEVELOP THE KNOWLEDGES, SKILLS, AND BEHAVIORAL CHARACTERISTICS THAT ARE NECESSARY TO FUNCTION IN AN ACCEPTABLE AND SUCCESSFUL MANNER IN A STUDENT'S PRESENT AND FUTURE ENVIRONMENT AND IN THE ONGOING PROCESS OF HIS OR HER FORMAL EDUCATION. WE BELIEVE IN TEACHING THEM TO WORK WITH HANDS AS WELL AS MIND. WE HOPE TO PREPARE THEM TO LIVE HAPPILY IN THE SOCIETY IN WHICH THEY LIVE, AND STRIVE TO REACH THE OBJECTIVES THAT WE HAVE SET FORTH.

STATEMENT OF SCHOOL'S GOALS

1. THE DEVELOPMENT OF ATTITUDES AND USABLE SKILLS WHICH MAKE THE INDIVIDUAL AN INTELLIGENT AND PRODUCTIVE MEMBER OF THE NATIONAL ECONOMY.
2. THE DEVELOPMENT OF, AND KNOWLEDGE TO MAINTAIN PHYSICAL FITNESS AND GENERAL GOOD HEALTH.
3. TO APPRECIATE THE DUTIES, RESPONSIBILITIES, AND PRIVILEGES OF CITIZENSHIP.
4. TO DEVELOP AND STRENGTHEN HOME AND FAMILY LIFE.
5. A GOOD, BASIC WORKING KNOWLEDGE OF PURCHASING POWER AND THE ABILITY TO USE GOODS AND SERVICES INTELLIGENTLY.
6. DEVELOPMENT OF AN APPRECIATION OF BEAUTY IN ART, MUSIC, LITERATURE AND NATURE.

STATEMENT OF SCHOOL'S GOALS (CONTINUED)

7. AN UNDERSTANDING OF THE FACTS AND METHODS OF GENERAL SCIENCE AND ITS INFLUENCE ON HUMAN LIFE AND RELATIONS.

8. A SKILL IN THE USAGE AND BUDGETING OF LEISURE TIME, BALANCING ACTIVITIES DONE PRIMARILY FOR SELF-SATISFACTION WITH THOSE WHICH ARE REWARDING TO SOCIETY AT LARGE.

9. AN ABILITY TO THINK AND RATIONALLY AND WITH LOGIC, TO READ AND LISTEN WITH UNDERSTANDING, AND TO COMMUNICATE THOUGHTS AND IDEAS CLEARLY.

10. RESPECT OF OTHER PEOPLE AND FOR PROPERTY, A GRASP OF THE ETERNAL, ETHICAL AND SPIRITUAL VALUES FORMING THE BASIS OF CHRISTIAN GUIDANCE, AND THE ABILITY TO LIVE, WORK, AND PLAY COOPERATIVELY WITH OTHERS.

JUNIOR HIGH SCHOOL REGULATIONS

I. ADMINISTRATION

A PRINCIPAL OF A JUNIOR HIGH SCHOOL SHALL BE PROVIDED WHOSE SPECIFIC FUNCTIONS AND RESPONSIBILITIES ARE WELL DEFINED.

II. UNIT OFFERING

CLASSES OFFERED FOR 1 UNIT OF CREDIT MUST PURSUE THE COURSES FOR THE SCHOOL YEAR. ONE-HALF UNIT OF CREDIT MAY BE GIVEN FOR A COURSE OFFERED FOR ONE SEMESTER. IF CLASSES ARE CONDUCTED FOR 3 PERIODS PER WEEK FOR THE SCHOOL YEAR, ONLY ½ UNIT OF CREDIT MAY BE ALLOWED.

III. ANNUAL REPORTS

SCHOOLS DESIRING ACCREDITATION BY THE STATE BOARD OF EDUCATION SHALL MAKE APPLICATION ON FORMS FURNISHED FOR THIS PURPOSE. TWO APPLICATIONS SHALL BE COMPLETELY AND PROPERLY FILLED OUT AND FILED WITH THE DIVISION OF INSTRUCTION OF THE STATE DEPARTMENT OF EDUCATION ON OR BEFORE OCTOBER 15TH OF THE CURRENT SCHOOL YEAR.

IV. ORGANIZATION

IF THE TRADITIONAL CLASS SCHEDULE IS USED IN GRADE 9, CLASSES SHALL MEET A MINIMUM OF 55 MINUTES, EXCLUSIVE OF PASSING TIME, 5 DAYS A WEEK. IF ANY DEVIATION FROM THIS SCHEDULE IS USED, CLASSES MUST MEET A MINIMUM OF 275 MINUTES A WEEK.

A JUNIOR HIGH SCHOOL SHALL INCLUDE GRADES 7 AND 8, 7, 8 AND 9 OR 8 AND 9, ADEQUATELY ORGANIZED TO PROVIDE SUITABLE CURRICULA INVOLVING EXPLORATORY COURSES.

A SCHOOL DAY SHALL CONSIST OF NOT LESS THAN SIX HOURS DEVOTED TO SCHOOL ACTIVITIES, EXCLUSIVE OF THE LUNCH PERIOD.

JUNIOR HIGH SCHOOL REGULATIONS (CONTINUED)

V. FACULTY

ELEMENTARY, SECONDARY, AND ELEMENTARY-SECONDARY CERTIFICATES ARE VALID IN GRADES 7 AND 8 IN AN APPROVED JUNIOR HIGH SCHOOL. ELEMENTARY CERTIFICATED TEACHERS SHALL HAVE A MINIMUM OF 12 HOURS IN EACH SUBJECT AREA TAUGHT. SECONDARY AND ELEMENTARY-SECONDARY CERTIFICATED TEACHERS SHALL HAVE A MINIMUM OF 18 HOURS IN EACH SUBJECT AREA TAUGHT. BEGINNING AND/OR REASSIGNED TEACHERS SHALL COMPLY WITH THIS REQUIREMENT.

BEGINNING WITH THE SCHOOL YEAR 1974-75, ALL BEGINNING ATHLETIC COACHES SHALL MEET THE REQUIREMENTS AS LISTED FOR THE HIGH SCHOOL REQUIREMENTS.

VI. ADMISSIONS

PUPILS SHALL BE ADMITTED INTO JUNIOR HIGH SCHOOL UPON SUCCESSFUL COMPLETION OF THE PRESCRIBED COURSE OF STUDY OF AN ACCREDITED ELEMENTARY SCHOOL. PUPILS COMING FROM A NONACCREDITED ELEMENTARY SCHOOL SHALL BE REQUIRED TO TAKE A STANDARDIZED ACHIEVEMENT TEST TO DETERMINE GRADE PLACEMENT AT THE TIME OF ADMISSION. ALL TESTS AND ANSWER SHEETS MUST BE KEPT ON FILE IN THE PRINCIPAL'S OR SUPERINTENDENT'S OFFICE FOR ONE YEAR.

VII. SUBJECT AND GRADUATION REQUIREMENTS

COURSES OFFERED AS A FULL UNIT OF WORK IN GRADE 9 MUST BE COMPLETED BEFORE CREDIT CAN BE GIVEN FOR GRADUATION.

A FULL YEAR OF ENGLISH AND A FULL YEAR OF MATHEMATICS SHALL BE REQUIRED EACH YEAR IN THE JUNIOR HIGH SCHOOL.

THE SOCIAL STUDIES PROGRAM SHALL INCLUDE ONE-HALF YEAR OF UNITED STATES HISTORY IN THE 7TH, 8TH, OR 9TH GRADES.

A ONE-YEAR COMPREHENSIVE PROGRAM OF HEALTH AND PHYSICAL EDUCATION SHALL BE REQUIRED OF ALL JUNIOR HIGH SCHOOL STUDENTS UNLESS THEY PRESENT A DOCTOR'S CERTIFICATE CERTIFYING THAT THEY ARE NOT PHYSICALLY ABLE TO PARTICIPATE IN THE PROGRAM.

ANY SUBJECT OFFERED IN AN APPROVED JUNIOR HIGH SCHOOL BELOW THE NINTH GRADE SHALL NOT SATISFY THE REQUIREMENTS FOR HIGH SCHOOL GRADUATION.

VIII. TEACHER LOAD

EXCEPT IN CERTAIN ACTIVITY-TYPE CLASSES SUCH AS ART, PHYSICAL EDUCATION AND MUSIC, THE AVERAGE TEACHER-PUPIL RATIO FOR A DEPARTMENT SHALL NOT EXCEED 100 PUPILS PER DAY. NO ADMINISTRATIVE OR SUPERVISORY TIME IS TO BE USED IN CALCULATING THE TEACHER-PUPIL RATIO.

IX. PROMOTIONS

ATTENDANCE FOR PUPILS PROMOTED WITHIN THE SCHOOL TERM SHALL BE CALCULATED ON THE ORIGINAL GRADE LEVEL.

THE PROMOTION OR RETENTION OF PUPILS SHALL BE BASED UPON THE TOTAL GROWTH OF EACH INDIVIDUAL CHILD RATHER THAN THE MENTAL GROWTH ALONE. SUCH FACTORS AS SOCIAL, EMOTIONAL AND PHYSICAL GROWTH AS WELL AS MENTAL GROWTH SHALL BE TAKEN INTO CONSIDERATION.

X. ATTENDANCE

EACH STUDENT IS EXPECTED TO ATTEND CLASS EVERYDAY UNLESS ILL OR EXCUSED BY PRINCIPAL. WHEN STUDENTS ARE ILL, ALL WORK SHOULD BE MADE UP WITHIN THREE DAYS UNLESS EXTRA TIME IS ALLOWED BY TEACHERS DUE TO AN EXTENDED PERIOD OF ILLNESS OR TIME OUT OF SCHOOL. IF AN EXTENDED ILLNESS IS INVOLVED A HOMEBOUND TEACHER WILL BE USED IF PARENTS ASK FOR, AND ONE CAN BE SECURED.

XI. PUPIL ACTIVITY

STUDENTS SHALL NOT PARTICIPATE IN A GIVEN ACTIVITY MORE THAN ONE PERIOD DAILY OR BE ENROLLED IN MORE THAN TWO ACTIVITIES DURING THE REGULAR SCHOOL DAY.

XII. PROGRAM OF STUDIES

ELK CITY JUNIOR HIGH SCHOOLS OFFER THE FOLLOWING:

7TH GRADE: ENGLISH, MATHEMATICS, LIFE SCIENCE, AND GEOGRAPHY (REQUIRED); BAND, PHYSICAL EDUCATION, HUMANITIES (SPEECH, ART, LIBRARY SCIENCE, VOCAL MUSIC) AND REMEDIAL READING.

8TH GRADE: ENGLISH, MATHEMATICS (MATH OR ALG. I), EARTH SCIENCE, AND U. S. HISTORY (REQUIRED); PHYSICAL EDUCATION, SPEECH, ART, BAND, BOYS' CHORUS, GIRLS' CHORUS, REMEDIAL READING, GIRLS' BASKETBALL AND BOYS' ATHLETICS.

9TH GRADE:

SOLIDS	ACTIVITIES
ENGLISH (REQUIRED)	BOYS' ATHLETICS
OKLAHOMA HISTORY (REQUIRED)	GIRLS' BASKETBALL
PHYSICAL SCIENCE	BAND
GEOMETRY	ART I
GENERAL MATH	GIRLS' CHORUS
ALGEBRA I	BOYS' CHORUS
VOCATIONAL AG. I	
HOME EC. I	
VOCATIONS	

ELK CITY HIGH SCHOOL

MISSION REQUIREMENTS

ELK CITY HIGH SCHOOL OPERATES WITHIN THE LAWS, RULES, POLICIES, AND PROCEDURES AS DEFINED BY THE STATE LEGISLATURE, THE STATE DEPARTMENT OF EDUCATION, THE NORTH CENTRAL ASSOCIATION AND THE ELK CITY BOARD OF EDUCATION. THE MISSION REQUIREMENTS AS STATED BELOW ARE PERTINENT TO AND CONSISTENT WITH THE PHILOSOPHY, OBJECTIVES AND FUNCTIONS OF ELK CITY HIGH SCHOOL.

STATEMENT OF PHILOSOPHY

OUR DEMOCRATIC FORM OF GOVERNMENT AND OUR GREAT AMERICAN WAY OF LIFE DEPEND ENTIRELY UPON HOW WELL THE PUBLIC SCHOOLS DO THE JOB OF EDUCATING OUR BOYS AND GIRLS AND TRAINING THEM FOR RESPONSIBLE CITIZENSHIP. THIS IS THE PURPOSE FOR WHICH THE AMERICAN SYSTEM OF FREE PUBLIC SCHOOLS EXISTS.

INHERENT IN OUR PHILOSOPHY OF LIFE IN THE UNITED STATES IS THE BELIEF THAT ALL MEMBERS OF SOCIETY SHALL LEAD PRODUCTIVE LIVES. AS SUCH, EDUCATION, EITHER DIRECTLY OR INDIRECTLY, IS GEARED TO THIS GOAL. BECAUSE OUR HERITAGE HAS DEVELOPED THE IDEA THAT WORK IS AN INTEGRAL PART OF OUR LIVES, EDUCATION STRIVES TO IMPLEMENT THIS IDEA SO THAT THE AMERICAN WAY OF LIFE WILL BE PERPETUATED THROUGH INDIVIDUAL SUCCESS.

THE BASIC FOUNDATION OF OUR EDUCATIONAL SYSTEM RESTS IN THE PRINCIPLES SET FORTH IN OUR COUNTRY'S CONSTITUTION; THEREFORE, OUR FUNCTION AT ELK CITY HIGH SCHOOL IS TO PROVIDE THE OPPORTUNITY FOR EACH STUDENT TO DEVELOP THE SKILLS AND ATTITUDES WHICH WILL PROMOTE THESE IDEALS. TO ACHIEVE THIS END, THE SCHOOL ATTEMPTS TO FOSTER ADEQUATE PHYSICAL DEVELOPMENT, INTELLECTUAL UNDERSTANDING, EMOTIONAL STABILITY, SPIRITUAL ENRICHMENT, AND SOCIAL COMPETENCE.

THE SCHOOL TAKES ITS PLACE BESIDE THE HOME AND THE CHURCH IN HELPING EACH CHILD ESTABLISH STANDARDS BY WHICH HE MAY LIVE AND DEVELOP THOSE QUALITIES AND ATTITUDES THAT WILL ENRICH AND STRENGTHEN HIS LIFE.

GOALS OF ELK CITY HIGH SCHOOL

1. TO PROVIDE THE OPPORTUNITY FOR EACH CHILD TO GAIN A THOROUGH AND CERTAIN COMMAND OF THE ENGLISH LANGUAGE AND THE THREE "R'S" IN ORDER THAT HE MAY ATTAIN A HIGH STANDARD OF LIVING AND MAINTAIN A POSITION OF RESPECT IN SOCIETY.

2. TO TEACH EACH CHILD TO THINK LOGICALLY AND ALSO CREATIVELY IN ORDER THAT HE WILL NOT BE MISLED BY FALSE AND UNTRUE PROPAGANDA, AND THAT THE WORLD MAY BENEFIT BY HIS EXISTENCE.

STATEMENT OF GOALS (CONTINUED)

3. TO INSTILL IN EACH CHILD THE DESIRE TO CHERISH HIS RIGHTS AND HIS PRIVILEGES AS A FREE AMERICAN AND TO RESPECT THE RIGHTS AND PRIVILEGES OF OTHERS, FOR THIS IS THE FOUNDATION UPON WHICH OUR DEMOCRATIC SOCIETY IS BUILT.

4. TO EMPHASIZE TO EACH CHILD THE NEED TO RELY UPON HIS OWN INITIATIVE AND HIS OWN JUDGMENT OR HE WILL BECOME A SLAVE TO A SOCIALISTIC GOVERNMENT.

5. TO SET THE MIND OF EACH CHILD FREE FROM SUPERSTITIONS AND PETTY PREJUDICES OR HE WILL SPEND A LIFE ENGULFED BY HATE AND FEAR.

6. TO LEAD EACH CHILD INTO A LIFE BASED UPON CHRISTIAN PRINCIPLES IF HE IS TO ATTAIN SUCCESS AND HAPPINESS.

IN ORDER TO ACHIEVE THESE GOALS, STUDENTS, TEACHERS, AND PARENTS MUST WORK TOGETHER WITH UNDERSTANDING AND A UNITY OF PURPOSE.

REQUIREMENTS AND PROCEDURES

I. DIPLOMAS

A STUDENT HAS EARNED A DIPLOMA WHEN HE HAS COMPLETED ALL THE REQUIREMENTS FOR GRADUATION FROM HIGH SCHOOL AS PRESCRIBED BY THE STATE DEPARTMENT OF EDUCATION, THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS, AND THE ELK CITY BOARD OF EDUCATION.

II. UNITS REQUIRED

THE REQUIREMENT IS 36 CREDITS (GRADES 9-12), 26 OF WHICH MUST BE MADE IN THE SENIOR HIGH SCHOOL (10-12). THE 36 CREDITS MAY CONSIST OF NOT MORE THAN SIX CREDITS (THREE UNITS) OF NON-BOLIDS (ACTIVITIES) TO FULFILL THE 36 CREDIT (18 UNIT) GRADUATION REQUIREMENT. THERE ARE NO MAXIMUM LIMITS PLACED ON SOLID CREDITS EARNED. A SOLID IS A CLASSROOM SUBJECT INVOLVING DAILY PREPARATIONS, REPORTS, TESTS, ETC., WHEREIN ACTIVITIES INCLUDE: TEACHER/OFFICE AIDES, PHYSICAL EDUCATION, AND THE LIKE.

III. A UNIT

A UNIT IS A COURSE COVERING ONE ACADEMIC YEAR THAT SHALL INCLUDE A MINIMUM OF FIVE 55-MINUTE RECITATION PERIODS A WEEK FOR 36 WEEKS. ALL CLASSES MEETING A MINIMUM OF 55 MINUTES, FIVE TIMES PER WEEK FOR 36 WEEKS CARRY ONE UNIT OF CREDIT.

IV. A CREDIT

A CREDIT IS A SIMILAR COURSE COVERING ONE SEMESTER. ALL CLASSES MEETING A MINIMUM OF 55 MINUTES, FIVE TIMES PER WEEK FOR 18 WEEKS CARRY ONE CREDIT, OR ONE-HALF UNIT.

V. UNFINISHED CREDITS AND REPEATED COURSES

A MAXIMUM OF TWO UNFINISHED SOLID CREDITS MAY BE COUNTED TOWARD A DIPLOMA. AN UNFINISHED SOLID IS INTERPRETED AS A CREDIT IN ONE SEMESTER OF A COURSE THAT IS OFFERED AS A FULL YEAR COURSE CARRYING TWO CREDITS FOR THE YEAR'S WORK. SHOULD A STUDENT ELECT TO REPEAT A SUBJECT, THE BETTER OF THE TWO GRADES WILL BE RECORDED AS THE OFFICIAL GRADE FOR THE COURSE. DOUBLE CREDIT MAY NOT BE GIVEN IN ANY COURSE.

VI. ATTENDANCE

EACH STUDENT IS EXPECTED TO ATTEND CLASS EVERYDAY UNLESS ILL OR EXCUSED BY PRINCIPAL. WHEN STUDENTS ARE ILL, ALL WORK SHOULD BE MADE UP WITHIN THREE DAYS UNLESS EXTRA TIME IS ALLOWED BY TEACHERS DUE TO AN EXTENDED PERIOD OF ILLNESS OR TIME OUT OF SCHOOL. WORK SHOULD BE MADE UP IMMEDIATELY. IF AN EXTENDED ILLNESS IS INVOLVED, A HOMEBOUND TEACHER WILL BE USED IF PARENTS ASK FOR AND ONE CAN BE SECURED.

VII. CREDIT REQUIREMENTS

A. IN ORDER TO RECEIVE A HIGH SCHOOL DIPLOMA FROM ELK CITY HIGH SCHOOL, THE STUDENT MUST COMPLETE THE FOLLOWING MINIMUM REQUIREMENTS:

**ENGLISH	8 CREDITS OR 4 UNITS
LABORATORY SCIENCE	2 CREDITS OR 1 UNIT
U. S. HISTORY	2 CREDITS OR 1 UNIT (10 OR 11)
MATHEMATICS	2 CREDITS OR 1 UNIT
*OKLAHOMA HISTORY	1 CREDIT OR ½ UNIT

*THIS REQUIREMENT IS WAIVERED FOR OUT OF STATE TRANSFER STUDENTS.

**SPEECH MAY BE SUBSTITUTED FOR ENG. IV FOR PEOPLE WHO HAVE FAILED ONE YEAR OF ENGLISH.

VIII. ACTIVITIES

NOT TO EXCEED A TOTAL OF 4 CREDITS (2 UNITS) MAY BE SUBMITTED FROM ANY ONE OF THE FOLLOWING COURSES OR A COMBINATION OF ALL THE FOLLOWING COURSES TO MEET THE 36 CREDITS REQUIRED FOR GRADUATION FROM ELK CITY HIGH SCHOOL.

PHYSICAL EDUCATION
SCHOOL NEWSPAPER
SCHOOL YEARBOOK
LIBRARY ASSISTANT
OFFICE ASSISTANT
TEACHER ASSISTANT
BAND
VOCAL MUSIC

VIII. ACTIVITIES (CONTINUED)

ALL ACTIVITY CREDITS EARNED WILL BE POSTED ON THE PERMANENT RECORD AND A STUDENT DOES NOT LOSE ANY CREDIT BECAUSE IT IS IN EXCESS OF DIPLOMA REQUIREMENTS.

IX. INTERPRETATION OF REQUIREMENTS

IN ACCORDANCE WITH STATE AND LOCAL INTERPRETATIONS AND THE EXCEPTIONS ABOVE, THE REQUIREMENTS ARE:

A. A STUDENT WHO ENTERS DURING HIS SENIOR YEAR FROM OUTSIDE THE ELK CITY SCHOOL DISTRICT IS ACCEPTED AS A SENIOR AND CAN BE GRADUATED IF HE MEETS THE STATE AND LOCAL REQUIREMENTS. WHERE EXTENUATIONS ARISE THAT PRECLUDE A STUDENT GRADUATING THE PROBLEM WILL BE RESOLVED BY THE PRINCIPAL.

B. THE PHYSICAL EDUCATION REQUIREMENT MAY BE MET BY:

1. ENROLLMENT IN A REGULAR PHYSICAL EDUCATION CLASS FOR ONE ACADEMIC YEAR.

2. PARTICIPATION IN COMPETITIVE ATHLETICS FOR A PERIOD OF ONE ACADEMIC YEAR.

3. BAND.

4. AIDES WHEN UNABLE TO PARTICIPATE IN PHYSICAL EDUCATION.

5. WAIVERS-- THE PHYSICAL EDUCATION REQUIREMENT IN SENIOR HIGH SCHOOL MAY BE WAIVED WHEN A PHYSICIAN STATES IN WRITING THAT PARTICIPATION IN THE PHYSICAL EDUCATION PROGRAM WILL BE INJURIOUS TO THE STUDENT'S HEALTH.

FURTHER, A MINISTER'S WRITTEN STATEMENT THAT PARTICIPATION IN THE PHYSICAL EDUCATION PROGRAM VIOLATES THE RELIGIOUS PRINCIPLES OF THE STUDENT'S FAITH WILL BE ACCEPTED IN WAIVING THE PHYSICAL EDUCATION REQUIREMENT. IT IS THE RESPONSIBILITY OF THE STUDENT AND/OR HIS PARENTS TO PRODUCE THE CERTIFICATE BEFORE A WAIVER IS GRANTED. WAIVERS WILL BE MAINTAINED IN THE STUDENT'S CUMULATIVE FILE LOCATED IN THE COUNSELOR'S OFFICE.

X. GRADE CLASSIFICATION REQUIREMENTS

THE FOLLOWING CRITERIA WILL BE USED IN DETERMINING THE CLASSIFICATION OF STUDENTS BY GRADE:

A. TWELVE AND ONE-HALF UNITS TO BE CLASSIFIED AS A SENIOR.

B. EIGHT UNITS TO BE CLASSIFIED AS A JUNIOR.

C. THREE UNITS TO BE CLASSIFIED AS A SOPHOMORE. THESE THREE UNITS MUST INCLUDE 1 UNIT OF ENGLISH I.

X. GRADE CLASSIFICATION REQUIREMENTS (CONTINUED)

CLASSIFICATION OF STUDENTS WILL BE ESTABLISHED AT THE BEGINNING OF EACH SCHOOL YEAR AND WILL NOT BE CHANGED UNTIL THE NEXT ENROLLMENT YEAR.

XI. PUPIL LOAD

A. IN ORDER TO PROTECT THE SOCIAL AS WELL AS THE INTELLECTUAL MATURITY OF THE PUPIL, IT IS REQUIRED THAT 5½ UNITS MUST BE TAKEN PER YEAR FOR THE LAST THREE YEARS OF HIGH SCHOOL. THE EXCEPTION TO THIS REQUIREMENT SHALL BE FOR STUDENTS WHO RETURNED FOR A FIFTH YEAR BECAUSE OF DELINQUENT CREDITS; MARRIED STUDENTS EXCUSED BY THE PRINCIPAL FOR COGENT REASONS.

B. A MAXIMUM OF SIX CREDITS EARNED IN ANY ONE SEMESTER MAY BE COUNTED TOWARD GRADUATION. STUDENTS SHOULD AVAIL THEMSELVES OF THE OPPORTUNITIES OFFERED IN OUR VARIED CURRICULUM. COLLEGE PREPARATORY OR PRACTICAL COURSES SHOULD NOT BE BY-PASSED SIMPLY BECAUSE A STUDENT ONLY LACKS ONE OR TWO UNITS GRADUATING IN HIS SENIOR YEAR.

STUDENTS WHO CARRY TOO LIGHT A LOAD LOSE THE TALENT TO STUDY EFFECTIVELY AND TOO FREQUENTLY DISCOVER LATER THAT THEIR SENIOR YEAR WAS MOSTLY WASTED THROUGH THEIR OWN CHOICE TO DO AS LITTLE AS POSSIBLE.

C. THE PRINCIPAL HAS THE AUTHORITY TO RESOLVE INDIVIDUAL AND/OR HARDSHIP CASES.

XII. GRADUATION CRITERIA

A. THE ELK CITY BOARD OF EDUCATION HAS THE AUTHORITY TO ESTABLISH LOCAL REQUIREMENTS FOR GRADUATION ABOVE THOSE OF THE STATE BOARD OF EDUCATION.

B. AT LEAST TWO (2) UNITS OF THE LAST THREE (3) UNITS COMPLETED FOR GRADUATION WILL BE COMPLETED IN ATTENDANCE AT ELK CITY HIGH SCHOOL FOR THE STUDENT TO RECEIVE A DIPLOMA.

ACCOUNTABILITY COMMITTEES

1. BOARD OF EDUCATION
   LEADER: DR. JOE E. WHITE
   RECORDER: NEAL EDWARDS

2. PRINCIPALS
   LEADER: LEROY BRUCE
   RECORDER: HAZEL KIRBIE
   MEMBERS: KENNETH HART
   BOB KENNEMER
   DON MCDONALD

3. COUNSELORS
   LEADER: NELSON PEACH
   RECORDER: LYNN KENNEMER

4. KINDERGARTEN
   LEADER: WILMA JOHNSON
   RECORDER: SHARON THOMPSON
   MEMBERS: JANICE ALLISON
   DELBA WHITE

5. FIRST GRADE
   LEADER: JENNIFER MORAN
   RECORDER: PHYLLIS STERBA
   MEMBERS: CAROLE BRUCE
   DELVA O'HARA
   MARGARET COWAN
   SUE POOLE

6. SECOND GRADE
   LEADER: IDA SAVAGE
   RECORDER: PAYNE PATTERSON
   MEMBERS: CONNIE BEUTLER
   GWEN CASEY
   HELEN SEALES
   JAN SELFRIDGE

7. THIRD GRADE
   LEADER: JOYCE OWENS
   RECORDER: LOIS GILCHRIST
   MEMBERS: PEGGY JONES
   LOLA WARREN
   JO ANN BURDEN
   JANELL HUTLEY

8. VOCATIONAL
   LEADER: VERNON ELDER
   RECORDER: ROBERT DELONG

9. ART
   LEADER: LONNIE SKELTON
   RECORDER:

10. BUSINESS
    LEADER: GLENDA IVINS
    RECORDER: BEVERLY JORDAN
    MEMBER: MILDRED HOGMON

11. HOME ECONOMICS
    LEADER: JUNE LOVELACE
    RECORDER: KAREN BIRDWELL

12. ICT
    LEADER: PAUL SIMON
    RECORDER:

13. LANGUAGE ARTS
    ENGLISH 4-6
    LEADER: SUE SHIRLEY
    RECORDER: DORTHA McMENAMY
    MEMBERS: SHARON DEAN
    DEANNA HARRIS

    ENGLISH 7-9
    LEADER: DONNA SHIELDS
    RECORDER: CAROLYN SNODDY
    MEMBER: MARIE KENNER

    ENGLISH 10-12
    LEADER: JUANITA KIRK
    RECORDER: JANICE O'DELL
    MEMBERS: CLEDA HUNTER
    LYNN KENNEMER

    FOREIGN LANGUAGE
    LEADER: MARY MILLER
    RECORDER:

    READING
    LEADER: HARVEY BLACK
    RECORDER: BEVERLY ELLEDGE
    MEMBERS: SHIRLEY DENTON
    DORMA KINDLE
    PEGGY McDONALD
    PAT HENRY
    FRED HUTLEY
    DeROY ELLEDGE

    SPEECH
    LEADER: DEBRA SISEMORE
    RECORDER:

14. MATH
    GRADES 4-6
    LEADER: GENEVA KIRBIE
    RECORDER: SHERRY HUTLEY
    MEMBER: ROBBIE SUMMERS

MATH
GRADES 7-12
LEADER: RUBY BULLARD
RECORDER: MARIE JOBSON
MEMBERS: BILL HUBBARD
JOHNNY WILSON

15. MUSIC
GRADES 1-6
LEADER: MIKE JONES
RECORDER: MARY K. WARNKE
MEMBER: MARY GAGE

GRADES 7-12
LEADER: TOM HUTCHINSON
RECORDER: JUANITA THAM

16. PHYSICAL EDUCATION K-12
LEADER: JOHNNY GRAGG
RECORDER: RUBY SIMMONS
MEMBERS: HOYT LEWIS
RICHARD O'HARA
MIKE JACKSON

17. SCIENCE
GRADES 4-6
LEADER: FRANK WARNKE
RECORDER: JOHNNY O'DELL

GRADES 7-12
LEADER: JERRY THOMPSON
RECORDER: BARBARA REDD
MEMBERS: KEN PRATHER
TOM TIPPENS
PHIL BURDEN

18. SOCIAL STUDIES
GRADES 4-6
LEADER: DON HARRIS
RECORDER: JUANITA LEGRAND
MEMBERS: DON BIRDWELL
LUCILLE JONES

GRADES 7-12
LEADER: BILL THOMAS
RECORDER: JAMES MEECE
MEMBERS: JIM WILLIAMS
BILL HENRY
JERRY DEAN
DARREL TERRIFIELD

19. SPECIAL EDUCATION
LEADER: DONNA RICHARDSON
RECORDER: CONNIE BUTCHER
MEMBERS: VIRGINIA ATKINSON
ELIZABETH BABER
DEBORAH SMITH
HELEN THOMAS

20. SPEECH CORRECTION
LEADER: SHARON TRISSELL
RECORDER:

21. LIBRARY
LEADER: JO ANN FELTON
RECORDER: BRENNA HUNTLEY

GOALS AND OBJECTIVES

THIS GUIDE IS PREPARED WITH THE PURPOSE THAT IT MIGHT BE HELPFUL TO FELLOW EDUCATORS AS THEY ADDRESS THEMSELVES TO ACCOUNTABILITY IN THEIR LOCAL SCHOOLS. THE TEACHERS OF THE ELK CITY PUBLIC SCHOOLS HAVE PUT FORTH AN OUTSTANDING EFFORT AND IT IS THEIR HOPE THAT OTHER TEACHERS MIGHT BENEFIT FROM THIS EFFORT.

THE FOLLOWING GOALS AND OBJECTIVES ARE THE SKELETAL FRAMEWORK BY EITHER GRADE OR DEPARTMENT. MOST OF THE OBJECTIVES ARE GENERAL IN NATURE AND ESTABLISH MINIMUM STANDARDS. THE INDIVIDUAL STYLE OR IMAGINATION IS NOT LIMITED OR CRAMPED. DUE TO LIMITED SPACE THERE ARE THINGS THAT CANNOT BE INCLUDED; THE ITEMS INCLUDED HEREIN ARE INTENDED TO BE ONLY EXEMPLARY. THEY ARE NOT INTENDED TO REPRESENT ANY PROGRAM IN ITS ENTIRETY.

THE MAJOR EFFECT OF THE ACCOUNTABILITY PLAN "ELK CITY STYLE" IS THAT IS HAS HELPED ALL TEACHERS TAKE A CLOSER LOOK AT HOW AND WHAT WE ARE TEACHING THE STUDENTS. IN A NUTSHELL, IT HAS CAUSED THE TEACHERS TO BE MORE PROFESSIONAL.

ACCOUNTABILITY IN ELK CITY IS BASED ON THE ONE PREMISE "STUDENT NEEDS."

SUPERINTENDENT

1.0 THE SUPERINTENDENT OF SCHOOLS IS TO SERVE AS THE EXECUTIVE OFFICER OF THE BOARD OF EDUCATION AND AS THE CHIEF ADMINISTRATIVE OFFICER OF THE ELK CITY PUBLIC SCHOOLS.

1.1 HE SHALL IMPLEMENT THE ESTABLISHED POLICIES OF THE BOARD OF EDUCATION THROUGH ADMINISTRATIVE RULES, REGULATIONS AND PROCEDURES, WHICH ADMINISTRATIVE RULES, REGULATIONS AND PROCEDURES, UNLESS RESCINDED OR MODIFIED BY THE BOARD OF EDUCATION SHALL HAVE THE FORCE AND EFFECT OF RULES AND REGULATIONS ADOPTED BY THE BOARD OF EDUCATION.

1.2 HE SHALL KEEP THE PUBLIC INFORMED ON ALL MATTERS OF EDUCATIONAL IMPORTANCE AND SIGNIFICANCE IN THE SCHOOL DISTRICT.

1.3 HE SHALL DIRECT THE ADMINISTRATIVE STAFF IN THE PLANNING OF THE SCHOOL PROGRAM TO THE END THAT A POSITIVE EDUCATIONAL EFFORT WILL BE UNDERSTOOD AND CARRIED OUT BY ALL THOSE PERFORMING IN THE EDUCATIONAL PROCESS.

ADMINISTRATIVE ASSISTANT

1.0 WITH APPROVAL OF THE SUPERINTENDENT, THE ADMINISTRATIVE ASSISTANT SHALL ASSUME A BROAD AND GENERAL ASSIGNMENT OF DELEGATED DUTIES AND RESPONSIBILITIES OF THE SUPERINTENDENCY BY ACTING FOR AND ON BEHALF OF THE SUPERINTENDENT ON MATTERS WHICH MAY REQUIRE INTERPRETATION, COORDINATION, OR ACTION.

1.1 HE SHALL KEEP FULLY AND CURRENTLY INFORMED, THROUGH CONSTANT COUNSEL WITH THE SUPERINTENDENT, ON ALL MATTERS WHICH MAY CALL FOR ACTION OR DECISIONS ON THE PART OF THE CHIEF EXECUTIVE OFFICER OF THE DISTRICT.

1.2 HE SHALL SUPERVISE OPERATIONS AND EXPEDITE THE DETAILS OF THE SUPERINTENDENT'S OFFICE.

1.3 HE SHALL ACT AS THE "PRINCIPAL" IN CHARGE OF THE PHYSICAL FACILITIES OF THE SCHOOL DISTRICT.

1.4 HE SHALL EXERCISE GENERAL SUPERVISORY AUTHORITY OVER OPERATIONS OF THE SCHOOL BUDGET.

1.5 HE SHALL SUPERVISE ALL PROGRAMS OF FEDERAL AID AND GRANTS.

ELK CITY SCHOOL PRINCIPALS

1.0 To develop a curriculum to include all the experiences of children for which the school accepts responsibility.

1.1 To use evaluative data to help determine needed changes in the program of instructions.

1.2 To utilize the best practices of school organization to serve the individual needs of pupils and to capitalize on the talents and qualifications of teachers.

2.0 To establish supervision and coordination of instruction.

2.1 To supervise each teacher in the writing of lesson plans which will help to insure the accomplishment of the instructional goals.

2.2 To encourage each teacher to identify instructional goals and objectives which are appropriate to the needs of the pupils.

3.0 To develop public relations practices.

3.1 To inform the patrons, through a news media, of the objectives, policies, and programs of the school.

3.2 To encourage involvement of each patron in his local school.

3.3 To counsel with teachers to assist them to recognize their strengths and increase their teaching effectiveness.

4.0 To provide personal supervision and evaluation.

4.1 To visit each classroom a minimum of forty-five minutes per semester to observe the teaching-learning situation.

GUIDANCE AND COUNSELING

1.0 To provide a program of guidance and counseling which helps the student to recognize and satisfy his needs.

1.1 Prior to the beginning of the school year an organization assembly program for all students and teachers, sponsored by the Student Council, will be held for the purpose of presenting school policies and other pertinent information.

1.2 The counselor will implement and complete the school testing program by May 1 by setting up a testing schedule for all school persons concerned.

1.3 The counselor will take action on all referrals within a two-week period.

1.4 The counselor in cooperation with the principal will provide all students with information regarding enrollment and proper placement in the academic program during pre-enrollment and when new students enter, either by meeting students in small groups or by individual conferences.

1.5 Throughout the year the counselor will work with the librarian to provide occupational and career information to students and teachers for classroom use.

KINDERGARTEN

OVERALL GOAL: THE CHILD SHOULD ATTAIN FIRST GRADE READINESS LEVEL IN THE COGNITIVE, AFFECTIVE AND PSYCHOMOTOR DOMAINS.

1.0 EACH CHILD SHOULD DEVELOP CONCEPTUAL, PERCEPTUAL, AND AUDITORY SKILLS PRE-REQUISITE TO READING AND COMPUTATION.

1.1 EACH CHILD WILL DEMONSTRATE A KNOWLEDGE OF PRE-READING AND WRITING SKILLS AS EVIDENCED BY PERFORMANCE ON READINESS WORKSHEETS.

1.2 EACH CHILD WILL DEMONSTRATE AN AWARENESS OF THE PASSING OF TIME BY COMPLETING THE UNITS ON MONTHS AND SEASONS.

1.3 EACH CHILD WILL DEMONSTRATE A KNOWLEDGE OF PROBLEM SOLVING SKILLS BY COMPLETING THE UNITS AND WORKSHEETS.

2.0 EACH CHILD WILL LEARN TO BECOME A RESPONSIBLE CITIZEN AND WILL DEVELOP A FEELING OF SELF-WORTH.

2.1 EACH CHILD WILL SHOW HIS ABILITY TO PARTICIPATE IN STRUCTURED GROUP PLANNING ACTIVITIES BY MAKING SUGGESTIONS AND ORALLY SHARING HIS IDEAS.

2.2 EACH CHILD WILL SHOW HIS UNDERSTANDING OF GOOD HEALTH AND SAFETY IDEAS BY PRACTICING THEM IN THE CLASSROOM.

2.3 EACH CHILD WILL EXPRESS HIS SENSE OF RESPONSIBILITY AND SELF-WORTH AS A CITIZEN BY PARTICIPATING IN ORAL DISCUSSIONS.

3.0 EACH CHILD WILL INCREASE HIS ABILITY TO FUNCTION IN SOCIETY THROUGH AN EFFECTIVE PROGRAM IN BODY MOVEMENT USING BOTH LARGE AND SMALL MUSCLES.

3.1 EACH CHILD WILL IDENTIFY AND NAME HIS MAJOR BODY PARTS UPON REQUEST.

3.2 EACH CHILD WILL BE ABLE TO DO SPECIFIC BODY MOVEMENT TASKS UPON REQUEST.

3.3 EACH CHILD WILL BE ABLE TO REPEAT PATTERNS OF MOVEMENT UPON DEMONSTRATION BY THE TEACHER.

3.4 EACH CHILD WILL EXPRESS HIS FEELINGS BY MOVEMENT EXPRESSIONS UPON REQUEST.

FIRST GRADE

1.0 STUDENTS IN THE FIRST GRADE WILL DEVELOP SKILLS IN READING, WRITING, SPEAKING, AND LISTENING.

1.1 EACH STUDENT WILL GAIN PERCEPTUAL ACCURACY AND VISUAL EFFICIENCY. THE STUDENT WILL DEVELOP BASIC COMPETENCE IN SEEING, VISUAL-FUNCTIONAL SKILLS, AND EYE-HAND COORDINATION 100% OF THE TIME WITH 70% ACCURACY AS EVALUATED ON THE CYCLE "E" SHEETS (LLL BY EDL).

1.2 EACH STUDENT WILL PARTICIPATE IN ACTIVITIES WHICH WILL ENABLE HIM TO DEVELOP AN "EXPERIENCE BACKGROUND" AND HELP HIM TO UNDERSTAND THE NATURE OF LANGUAGE AND COMMUNICATION AS EVALUATED ON THE CYCLE "E" SHEETS 100% OF THE TIME WITH 70% ACCURACY.

1.3 EACH STUDENT WILL WORK TOWARD 80% ACCURACY 100% OF THE TIME FORMING LETTERS, COPYING, AND SKILLS IN WRITING LESSONS.

2.0 STUDENTS IN THE FIRST GRADE WILL GAIN A GENERAL EDUCATION.

2.1 EACH STUDENT WILL PARTICIPATE IN INDEPENDENT AND SMALL GROUP ACTIVITIES TO REINFORCE BASIC SKILLS AS EVALUATED BY THE CYCLE "E" SHEET 100% OF THE TIME WITH 70% ACCURACY.

2.2 EACH STUDENT WILL DEVELOP AN UNDERSTANDING OF BEGINNING CONCEPTS AND SKILLS IN ELEMENTARY MATHEMATICAL CONCEPTS 100% OF THE TIME WITH 70% ACCURACY DURING THE FIRST GRADE AS EVALUATED ON UNIT EXAMS.

3.0 STUDENTS IN THE FIRST GRADE WILL DEVELOP PRIDE IN WORK AND A FEELING OF SELF-WORTH.

3.1 EACH STUDENT WILL PARTICIPATE IN ACTIVITIES WHICH BUILD THE BASIC LEARNING SKILLS OF LISTENING, LOOKING, DRAWING, MANIPULATING, AND FOLLOWING DIRECTIONS, AS WELL AS THE ATTITUDES THAT FOSTER INDEPENDENCE IN LEARNING AS EVALUATED ON THE "E" SHEETS 100% OF THE TIME WITH 70% ACCURACY.

SECOND GRADE

1.0 THE CHILDREN WILL DEVELOP COMPETENCY IN VARIOUS ASPECTS OF COMMUNICATION.

1.1 SIXTY PERCENT OF THE STUDENTS WILL LEARN PERCEPTION ACCURACY AND VISUAL EFFICIENCY WITH 70% ACCURACY AS EVALUATED ON MY SKILL SHEETS, TACH-X AND CONTROL READER BOOKS.

1.2 SIXTY PERCENT WILL DEVELOP EXPERIENCE BACKGROUND WITH 70% ACCURACY AS EVALUATED ON MY SKILL SHEETS.

1.3 SIXTY PERCENT WILL LEARN 75% OF THE NEW SIGHT WORDS AND SKILLS USED TO FORM THEM IN EACH CYCLE AS EVALUATED BY TACH-X LESSONS AND MY SKILL SHEETS.

2.0 EACH STUDENT WILL BE OFFERED AN OPPORTUNITY TO DEVELOP SKILLS IN THE LANGUAGE ARTS IN PREPARATION FOR THIRD GRADE.

2.1 SEVENTY PERCENT OF THE STUDENTS WILL BE ABLE TO CONSTRUCT LETTERS OF THE ALPHABET IN BOTH MANUSCRIPT AND CURSIVE WRITING AS JUDGED CORRECT BY THE TEACHER.

2.2 SEVENTY PERCENT OF THE STUDENTS WILL BE ABLE TO SPELL CORRECTLY ON A SECOND GRADE LEVEL AS JUDGED BY THE TEACHER.

2.3 SEVENTY PERCENT OF THE STUDENTS WILL BE ABLE TO CONSTRUCT SENTENCES USING CORRECT CAPITALIZATION, PUNCTUATION AND WORD USAGE AS JUDGED AS PASSING BY THE TEACHER ON WORKBOOKS OR TEACHER-MADE TESTS.

3.0 EACH STUDENT WILL BE OFFERED AN OPPORTUNITY TO DEVELOP SKILLS IN MATH IN PREPARATION FOR THIRD GRADE.

3.1 SEVENTY PERCENT OF THE STUDENTS WILL BE ABLE TO: A. COUNT BY 1'S, 2'S, 3'S, 5'S, AND 10'S TO 100; B. WRITE SYMBOLS FOR MORE THAN OR LESS THAN OR EQUAL WHEN COMPARING TWO NUMBERS; C. ADD AND SUBTRACT ONE- AND TWO-DIGIT NUMBERS WITHOUT REGROUPING; AND D. ADD AND SUBTRACT TWO- AND THREE-DIGIT NUMBERS WITH REGROUPING WITH 70% ACCURACY AS JUDGED AS PASSING ON TEACHER-MADE TESTS AND OTHER PREPARED TESTS.

4.0 EACH STUDENT WILL BE OFFERED AN OPPORTUNITY TO PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY.

4.1 SEVENTY PERCENT OF THE STUDENTS WILL KNOW THE BASIC GOALS OF GOOD HEALTH AND RULES OF SAFETY AS JUDGED AS ACCURATE BY THE TEACHER IN CLASS DISCUSSION.

THIRD GRADE

1.0 STUDENTS IN THE THIRD GRADE WILL DEVELOP SKILLS IN READING, WRITING, SPEAKING, AND LISTENING.

1.1 SEVENTY-FIVE PERCENT OF THE CLASS WILL COMPLETE 20 CYCLES OF THE EDL PROGRAM AS RECORDED.

1.2 EIGHTY-FIVE PERCENT OF THE CLASS WILL COMPLETE AT LEAST ONE LEVEL OF CPS SPELLING AS RECORDED.

1.3 SEVENTY-FIVE PERCENT OF THE CLASS WILL SCORE 70. ON A TEACHER-MADE TEST IN ENGLISH USAGE.

1.4 SEVENTY PERCENT OF THE CLASS WILL DEVELOP AN EFFICIENT LEGIBLE TYPE OF CURSIVE WRITING, ACCORDING TO THE STANDARDS ESTABLISHED BY THE TEACHER.

2.0 STUDENTS IN THE THIRD GRADE WILL DEVELOP SKILLS AND UNDERSTANDING OF MATHEMATICAL TERMS AND COMPUTATION.

2.1 SIXTY PERCENT OF THE CLASS WILL BE ABLE TO COMPUTATE BASIC FACTS IN MATHEMATICS ACCORDING TO TEACHER-MADE OR STANDARDIZED TESTS.

2.2 ALL STUDENTS WILL BE ABLE TO USE MATHEMATICAL TERMS AS OBSERVED BY THE TEACHER.

3.0 STUDENTS IN THE THIRD GRADE WILL LEARN HOW TO BE A GOOD CITIZEN.

3.1 EIGHTY PERCENT OF THE CLASS WILL BE ABLE TO ABIDE BY SCHOOL RULES ACCORDING TO TEACHER OBSERVATION.

3.2 EIGHTY PERCENT OF THE STUDENTS SHOULD HAVE A NORMAL RATING ON THE EVALUATION OF PERSONAL AND SOCIAL ASSETS SCALE AS SHOWN ON CUMULATIVE FOLDER AS RATED BY THE TEACHER.

4.0 THROUGH SOCIAL STUDIES CURRICULUM THE STUDENTS WILL LEARN HOW TO RESPECT AND GET ALONG WITH PEOPLE WHO THINK, DRESS AND ACT DIFFERENTLY.

4.1 SIXTY PERCENT OF THE STUDENTS WILL LEARN BASIC CONCEPTS IN REGARD TO DIFFERENT CULTURES AND RECOGNIZE THEIR BASIC NEEDS THROUGH TEACHER-MADE TESTS AND/OR CLASS DISCUSSION.

4.2 FIFTY PERCENT OF THE CLASS WILL BE ABLE TO RECOGNIZE AND USE TERMS RELATED TO SOCIAL STUDIES ON TESTS OR THROUGH CLASS DISCUSSIONS.

5.0 TO DEVELOP AN UNDERSTANDING OF HOW THE PRINCIPLES OF SCIENCE ARE DEVELOPED, OF HOW CONCEPTS ARE FORMED, AND HOW THEY UNDERGO CHANGE.

5.1 SEVENTY PERCENT OF THE CLASS WILL MAKE A PASSING SCORE ON EITHER TEACHER-MADE TESTS OR STANDARD TESTS AT THE END OF THE UNIT.

VOCATIONAL AGRICULTURE

1.0 To provide instruction in the basic science of agriculture to meet the needs of in-school youth, out-of-school youth, and adults who are preparing to become gainfully employed in production agriculture.

1.1 Students will be able to perform skills necessary for initial job entry in agriculture production and business, evidenced by records kept.

2.0 To provide instruction involving knowledge and skills in agriculture production, mechanics, products, resources; to prepare for higher education in professional agriculture.

2.1 Students will be able to demonstrate the knowledge and understanding of the science of agriculture by successfully completing a project and applying the techniques acquired in the class and shop.

3.0 To provide training in F.F.A. activities, develop leadership, citizenship, and cooperation; making him a more useful citizen and leader in his community.

3.1 Through F.F.A. activities, students of Vocational Agriculture will exemplify proper attitudes necessary for success and accomplishment in the field of agriculture; as evidenced by behavior at F.F.A. activities and participation in community events as recorded by the teacher.

3.2 Students will demonstrate favorable attitudes, interests and cooperation to the organization by being active and performing assignments in an orderly manner as recorded by the teacher.

ART

1.0 To develop the student's knowledge of art in general and enrich his appreciation and use of the arts in his environment.

1.1 The students will learn basic drawing rules and the terminology that applies based on criteria set up by the teacher.

1.2 The students will study the color wheel, gaining a knowledge of mixing and blending colors and demonstrate that knowledge to the teacher.

1.3 Students will learn about artists of different periods and be able to recognize at least one painting of each artist.

1.4 Students will do projects of their choice several times during the school year which will be evaluated by the teacher.

BUSINESS DEPARTMENT

1.0 To improve fundamental business skills (i.e., reading, writing, spelling, arithmetic, grammar).

1.1 Eighty percent of the students will increase their basic business skills by 5% as evidenced by a teacher-made pre- and post-test.

2.0 To master the physical and mental manipulative elements involved in business and office skills.

2.1 Upon completion of a business training program, 80% of the students will be able to perform the minimum skills, both fundamental and physical, for initial entry into a job in this field as evidenced by passing teacher-made test and checklist.

3.0 To acquire knowledges and understandings associated with the utilization of business and office skills at occupational proficiency levels.

3.1 Eighty percent of the students of the business department will analyze those attitudes necessary for success in the business world and will use those attitudes in working cooperatively with the teacher and others as evidenced by making a score of 70% on a teacher-made test.

HOME ECONOMICS
GRADES 9 - 12

1.0 To develop an appreciation of the family as a basic unit of society and the importance of each individual within the family.

1.1 The student should be able to recognize influence of one's personality as evidenced by a score of 80% or above on a teacher-made test.

1.2 The student should be able to identify privileges and responsibilities which accompany family living as evidenced by a score of 80% or above on a teacher-made test.

1.3 The student will demonstrate knowledge of the rules for using discipline and ways to give directions to a child by scoring 80% or above on a teacher-made test.

2.0 To realize that proper nutrition is essential for good health and to learn the competencies of food preparation and services.

2.1 Students should be able to plan a nutritionally balanced menu with 70% accuracy as determined by a teacher-made test.

2.2 Eighty percent of the students should be able to prepare such foods as biscuits, muffins, pasta and gelatin to the satisfaction of the teacher.

2.3 Students should be able to accurately match 10 cooking terms and definitions and accurately identify 10 pieces of small kitchen equipment.

3.0 To learn the skills of clothing construction and be able to judge quality of fabrics, workmanship and fit.

3.1 At the completion of the unit, each student should be able to operate and identify the major parts of the sewing machine with 80% accuracy as determined by a teacher-made test.

3.2 Students should be able to prepare pattern pieces and fabric for cutting with 80% accuracy as determined by teacher observation.

3.3 Students should be able to satisfactorily construct a simple garment which includes darts, facings, and a zipper to the satisfaction of the teacher.

3.4 Students should be able to identify appropriate clothing construction techniques as determined by a score of 80% on a test of teacher-selected questions from the "Students' Test Booklet" Sewing Step-by-Step.

HOME ECONOMICS, GRADES 9-12, CONTINUED.

4.0 TO GRASP THE SIGNIFICANCE OF BEING A KNOWLEDGEABLE CONSUMER.

4.1 STUDENTS SHOULD BE ABLE TO IDENTIFY THE 3 MAIN PHASES OF WISE MONEY MANAGEMENT, AS EVIDENCED BY A SCORE OF 70% ON A TEACHER-MADE TEST.

4.2 STUDENTS WILL FURTHER DEVELOP THEIR CONSUMER SKILLS BY PLANNING, PURCHASING, AND PREPARING FOODS FOR 4 MEALS WITHIN A BUDGET OF $16.00 AND SERVING 4 PERSONS WITH EACH MEAL.

5.0 TO PROVIDE OPPORTUNITIES FOR CAREER PLANNING AND PREPARATION.

5.1 STUDENTS WILL WRITE A REPORT WHICH INCLUDES INFORMATION ABOUT THE EDUCATIONAL REQUIREMENTS, SALARY, OPPORTUNITIES FOR ADVANCEMENT, AND WORK RESPONSIBILITIES OF ONE CAREER TO THE SATISFACTION OF THE TEACHER.

ICT
GRADES 10-12

OVERALL GOAL: TO ACQUAINT THE STUDENT WITH MATERIALS, SITUATIONS, ETC. WHICH THEY WILL ENCOUNTER AS THEY PURSUE THEIR VOCATIONAL GOALS IN THE INDUSTRIAL WORLD.

1.0 THE STUDENT WILL DEVELOP AN AWARENESS OF HIMSELF AND HIS ASSETS AND LIABILITIES IN THE AREAS OF PERSONALITY, POTENTIAL, AND OTHER AREAS OF DEVELOPMENT WHICH WILL INFLUENCE HIS PROGRESS AND PERFORMANCE ON THE JOB AND WILL LEARN HOW TO DEVELOP THESE AREAS TO HIS BENEFIT.

1.1 VOCATIONAL STUDENTS WILL VIEW THEMSELVES AS WORTHWHILE AS EVIDENCED BY LOWERING THE NUMBER OF JOB RELATED PRESENTATIONS ERRORS BY 10%.

2.0 STUDENTS SHALL BE MADE AWARE OF THE TECHNIQUES AND PROCEDURES WHICH WILL ENABLE THEM TO MAKE DECISIONS WHICH WILL CARRY THEM ADEQUATELY THROUGH THEIR ENCOUNTERS WITH EMPLOYMENT PROBLEMS, MONETARY PROBLEMS, FAMILY CONFRONTATIONS, ETC.

2.1 VOCATIONAL STUDENTS WILL DEMONSTRATE THE ABILITY TO CHOOSE, EFFECTIVELY USING THE KNOWLEDGE ACQUIRED IN CLASS THROUGH LECTURE AND DISCUSSION, A COURSE OF ACTION WHICH THEY WILL FOLLOW IN THEIR LIVES, I.E. ENTERING COLLEGE, GOING ON TO FURTHER VOCATIONAL TRAINING, OBTAINING AN ACCEPTABLE JOB, ETC. AS EVIDENCED BY FOLLOW-UP STUDY.

3.0 STUDENTS SHALL BECOME ACQUAINTED WITH VARIOUS INTERVIEW TECHNIQUES AND WITH THE AREAS PROSPECTIVE EMPLOYERS KEY ON DURING INTERVIEWS OR ON WRITTEN APPLICATIONS.

3.1 VOCATIONAL STUDENTS WILL DEMONSTRATE THE ABILITY TO HANDLE A RESPONSIBILITY EFFECTIVELY THROUGH THEIR CONDUCT BOTH IN CLASS AND ON THE JOB AS EVIDENCED BY THE SUCCESS AT DIFFERENT LEVELS OF JOB COMPLEXITY.

ENGLISH AND SPELLING
GRADES 4 - 6

1.0 STUDENTS WILL DEVELOP SKILLS IN READING, WRITING, SPEAKING AND LISTENING.

1.1 BY THE END OF THE FIRST SEMESTER OF THE SIXTH YEAR, EACH STUDENT WILL BE ABLE TO IDENTIFY 70% OF THE WORDS FROM THE FOUR MAJOR WORD GROUPS (NOUNS, VERBS, ADJECTIVES, AND ADVERBS) AS OBSERVED BY THE TEACHER.

1.2 EACH STUDENT WILL BE ABLE TO CORRECTLY SPELL 90% OF THE WORDS ON HIS LEVEL BEFORE PROCEEDING TO THE NEXT LEVEL IN THE CONTINUOUS PROGRESS IN SPELLING PROGRAM.

1.3 EACH STUDENT WILL RECITE A ONE-TO-THREE MINUTE SPEECH BEFORE THE CLASS, DURING THE FIRST SEMESTER, AS OBSERVED BY THE TEACHER.

1.4 EACH LEARNER WILL COMPLETE A POETRY CONTRACT DURING THE SIXTH YEAR AND WILL DEMONSTRATE AN UNDERSTANDING OF POETRY AS OBSERVED BY THE TEACHER ASSESSMENT.

1.5 BY THE END OF THE FIRST NINE WEEKS, EACH STUDENT WILL LISTEN TO A SET OF ORAL INSTRUCTIONS AND FOLLOW SUCH INSTRUCTIONS, AS OBSERVED BY THE TEACHER.

2.0 THROUGH BETTER UNDERSTANDING AND MORE EFFECTIVE USAGE OF THE ENGLISH LANGUAGE, STUDENTS WILL BE ABLE TO BETTER EXPRESS THEIR IDEAS BOTH IN ORAL AND WRITTEN COMMUNICATION.

2.1 EACH STUDENT WILL DEMONSTRATE MORE EFFECTIVE USAGE IN THE CLASSROOM THROUGH HIS EFFORT TOWARD CLEAR ENUNCIATION, CORRECT PRONUNCIATION, USE OF PRECISE VOCABULARY, AND EFFORT TO COMMUNICATE WITH HIS PEERS AS EVALUATED BY THE TEACHER.

2.2 EACH STUDENT WILL BE ABLE TO WRITE A SHORT PARAGRAPH OR GROUP OF SENTENCES TO VIVIDLY AND CLEARLY EXPRESS HIS IDEAS AND FEELINGS WITH 70% DEGREE OF ACCURACY IN A SPECIFIC SKILL SUCH AS PUNCTUATION, SPELLING, OR USAGE AS DESIGNATED AND EVALUATED BY THE TEACHER.

2.3 EACH STUDENT WILL PARTICIPATE IN DISCUSSIONS, DRAMATIZATIONS, CHORAL READING, AND STORY TELLING AS JUDGED BY THE TEACHER AND STUDENT PEERS.

3.0 STUDENTS WILL DEVELOP POWERS OF REASONING AND LOGIC AND WILL LEARN TO MAKE VALUE JUDGMENTS.

3.1 BY THE END OF THE FIFTH YEAR, EACH STUDENT WILL BE ABLE TO DIFFERENTIATE BETWEEN OPINION AND FACT, FANTASY AND REAL SITUATIONS, PROPAGANDA AND VALID STATEMENTS WITH 80% ACCURACY IN A SERIES OF EXAMPLES AS OBSERVED BY THE TEACHER.

4.0 THE STUDENTS WILL IMPROVE SELF-CONCEPT, ABILITY TO WORK INDEPENDENTLY, AND ABILITY TO ASSUME RESPONSIBILITY.

4.1 STUDENTS WILL PARTICIPATE IN GROUP EVALUATION OF A PERFORMANCE OF OTHER STUDENTS THROUGH POSITIVE APPRAISALS OF INDIVIDUAL CONTRIBUTIONS AS OBSERVED BY THE TEACHER.

4.2 STUDENTS WILL ASSUME RESPONSIBILITY TO WORK INDEPENDENTLY ON ANY CONTRACT PROVIDED BY THE TEACHER WHETHER IT BE LANGUAGE ORIGIN, DICTIONARY SKILLS, USE OF REFERENCE BOOKS, ORAL AND WRITTEN, RECOGNITION OF WORD GROUPS, OR SENTENCE STRUCTURE AS EVALUATED BY THE TEACHER.

ENGLISH
GRADES 7 - 9

1.0 TO DEVELOP THE ABILITY TO RECOGNIZE NON-STANDARD USAGE AND ATTEMPT TO ELIMINATE SAME IN ORAL AND WRITTEN COMMUNICATION.

1.1 AFTER STUDYING STANDARD AND NON-STANDARD USAGE, 70% OF THE STUDENTS WILL BE ABLE TO SCORE 70% ON A STANDARDIZED ENGLISH USAGE TEST.

2.0 TO DEVELOP EFFECTIVE WRITTEN COMMUNICATION TO FIT THE TIME, THE PLACE, AND THE SITUATION.

2.1 EACH STUDENT WILL WRITE A BUSINESS LETTER IN CORRECT FORM WITH NO MORE THAN TWO ERRORS.

2.2 EACH STUDENT WILL WRITE A TOTAL OF 10 ESSAYS DURING THE YEAR, SHOWING A 50% IMPROVEMENT IN TECHNIQUES OF COMPOSITION.

3.0 TO DEVELOP AN APPRECIATION FOR THE RICH HERITAGE GIVEN THROUGH DIFFERENT CULTURES AND GENERATIONS.

3.1 STUDENTS WILL SHOW EVIDENCE OF GAINING APPRECIATION OF SUBJECT MATTER IN LITERATURE STUDIED IN THE CLASS AS JUDGED BY TEACHER OBSERVATION OF STUDENT'S RESPONSE (USE OF SUPPLEMENTARY MATERIALS FROM LIBRARY, EXPRESSED INTEREST IN CLASS, GAIN OF KNOWLEDGE, ETC.).

3.2 SEVENTY PERCENT OF THE STUDENTS WILL PASS CORRELATED OBJECTIVE TESTS ABOUT THE TIMES IN WHICH SHAKESPEARE, TWAIN AND DICKENS LIVED AND WROTE.

4.0 TO DEVELOP THE IDEA THAT HUMAN CHARACTERISTICS ARE AND HAVE BEEN UNIVERSAL THROUGHOUT THE HISTORY OF MAN.

4.1 EACH STUDENT WILL WRITE THREE CHARACTERIZATIONS TO THE TEACHER'S SATISFACTION, BASED ON THE DIALOGUE OF THE PLAY ROMEO AND JULIET.

4.2 EACH STUDENT WILL WRITE FIFTEEN CHARACTERIZATIONS TO THE TEACHER'S SATISFACTION, BASED UPON THE INTERWOVEN PLOT STRUCTURES OF THE CHARACTERS' ACTIONS IN THE NOVEL GREAT EXPECTATIONS.

ENGLISH
GRADES 10 - 12

1.0 TO IMPROVE SKILLS IN READING, WRITING, SPEAKING AND LISTENING.

1.1 SEVENTY PERCENT OF THE STUDENTS WILL INCREASE THEIR SKILLS IN BOTH ORAL AND WRITTEN COMMUNICATION AS EVIDENCED BY CRITERIA-REFERENCE TESTING AND TEACHER OBSERVATION.

1.2 SEVENTY PERCENT OF THE STUDENTS WILL HAVE A WORKING KNOWLEDGE OF THE BASIC PRINCIPLES OF RESEARCH AS EXHIBITED BY A RESEARCH PAPER AND TEACHER EVALUATION.

2.0 TO ACQUAINT YOUNG PEOPLE WITH THEIR RICH LITERARY HERITAGE THROUGH READING AND ANALYZING THEIR LITERARY PAST.

2.1 SEVENTY PERCENT OF THE STUDENTS WILL COMPARE THEIR LITERARY HERITAGE AS EVIDENCED BY TEACHER-TESTING, COMPOSITIONS, CLASS DISCUSSIONS, ORAL REPORTS, PANEL DISCUSSION, AND ROLE PLAYING.

3.0 TO FOSTER A FEELING OF SELF-WORTH BY AFFORDING EACH STUDENT THE OPPORTUNITY TO EXPRESS HIMSELF AS AN INDIVIDUAL IN BOTH ORAL AND WRITTEN COMMUNICATION.

3.1 SEVENTY PERCENT OF THE STUDENTS WILL INCREASE THEIR ABILITY TO COMMUNICATE IDEAS AND FEELINGS EFFECTIVELY IN ORDER TO ESTABLISH A FEELING OF SELF-WORTH AS MANIFESTED BY THEIR INDIVIDUAL IDEAS EXPRESSED IN THEIR WRITING, PERSONAL OPINIONS, AND INTERACTION WITH OTHER STUDENTS AS OBSERVED BY THE TEACHER.

3.2 SEVENTY PERCENT OF THE STUDENTS WILL RELATE THEIR OWN PERSONAL CHARACTERISTICS, INTERESTS, ABILITIES, BACKGROUNDS, GOALS AND SELF-CONCEPTS TO SITUATIONS DISCOVERED IN LITERATURE AS SHOWN THROUGH CLASS DISCUSSIONS, THEME WRITING AND TEACHER EVALUATION.

FOREIGN LANGUAGE
GRADES 10 - 12

1.0 To develop skills in listening comprehension of the target language.

1.1 Students will listen to tapes and write an appropriate word or phrase in answer to a question given over the taped material with 80% accuracy.

1.2 Students will practice "guided conversations" whereby the instructor directs them to get certain information from another student by using the target language with 90% accuracy.

2.0 To develop skills in speaking the target language.

2.1 Students will practice dialogues in order to learn pronunciation and word phrase patterns with 90% accuracy.

2.2 A portion of each lab period is devoted to student responses to teacher questions, using the target language with correct reply 90% of the time.

3.0 To develop skills in writing the language.

3.1 Students will write from dictation within a carefully structured program devised by Houghton Miflin Co. in SFC with 90% accuracy.

3.2 Students will practice writing the target language from SFC workbooks and exercises presented within the text with correct responses on 90% of the material.

4.0 To develop skills in reading the language.

4.1 Students will participate in carefully designed read-aloud exercises in SFC, making no more than 5 errors per page.

READING
GRADES 7 - 9

OVERALL GOAL: STUDENTS WILL DEVELOP AN IMPROVED SELF-IMAGE (A FEELING OF "I CAN LEARN TO READ") WHICH WILL ASSIST HIM IN OVERCOMING ANY EXISTING FAILURE COMPLEX.

1.0 STUDENTS WILL DEVELOP AN EVER-INCREASING CONTROL OF THOSE SPECIFIC SKILLS THAT WILL ENABLE THE PUPIL TO READ WELL INDEPENDENTLY.

1.1 SEVENTY-FIVE PERCENT OF THE STUDENTS SHOULD ACHIEVE A MASTERY OF ONE MONTH GROWTH FOR EACH MONTH IN THE CLASS IN THE AREAS OF DECODING, COMPREHENSION, REFERENCE AND STUDY SKILLS AS MEASURED BY THE METROPOLITAN ACHIEVEMENT TEST READING SECTION (PRE- AND POST-TESTING WILL BE DONE).

2.0 STUDENTS WILL DEVELOP AN ENTHUSIASTIC AND EVERBROADENING INTEREST IN READING.

2.1 SEVENTY-FIVE PERCENT OF THE STUDENTS WILL INCREASE THE NUMBER OF BOOKS READ ON A VOLUNTARY BASIS BY 20% AS NOTED ON THE TEACHER'S CHECK LIST.

SPEECH
GRADES 8 - 12

1.0 TO DEVELOP A SKILL IN SPEAKING THAT IS PLEASANT TO HEAR.

1.1 EACH STUDENT WILL IMPROVE HIS PERFORMANCE IN A FIVE-MINUTE PREPARED SPEECH BY MAKING 50% FEWER ERRORS THAN AT THE BEGINNING OF THE YEAR, EVIDENCED BY TEACHER AND FELLOW STUDENT CRITIQUES.

1.2 DURING THE SCHOOL YEAR EACH STUDENT WILL DEVOTE PART OF HIS TIME TO PREPARING CUTTINGS AND TO THE PRESENTATION OF SPEECHES AND PLAYS BEFORE AN AUDIENCE.

2.0 TO IMPROVE THE ABILITY TO COMMUNICATE IDEAS AND FEELINGS EFFECTIVELY.

2.1 SINCE COMMUNICATION IS THE KEY WORD, STUDENTS WILL PARTICIPATE IN ACTIVITIES WHICH WILL ENABLE THEM TO LEARN TO COMMUNICATE IDEAS AND FEELINGS EFFECTIVELY. THEIR IMPROVEMENT WILL BE MEASURED BY TEACHER OBSERVATION.

MATHEMATICS
GRADES 4 - 5

1.0 THE STUDENT WILL DEVELOP AN UNDERSTANDING OF THE STRUCTURE OF THE SET OF RATIONAL, IRRATIONAL, WHOLE OR MIXED NUMBERS.

1.1 THE STUDENT WILL BE ABLE TO IDENTIFY THE VALUE OF ANY DIGIT FOR NUMBERS WITH ONE TO NINE DIGITS ON A TEACHER-MADE TEST WITH 80% ACCURACY.

1.2 STUDENTS WILL BE ABLE TO DISTINGUISH AND APPLY TECHNIQUES IDENTIFYING THE VARIOUS PROPERTIES OF NUMBERS WITH 80% ACCURACY ON A TEACHER-MADE TEST.

1.3 THE STUDENT WILL DEMONSTRATE THE RELATIONSHIP BETWEEN DECIMAL AND PERCENT ON A TEACHER-MADE TEST WITH 80% ACCURACY.

2.0 THE STUDENT WILL DEVELOP THE COMPUTATIONAL SKILLS NECESSARY TO SOLVE INTERMEDIATE MATH AND GEOMETRICAL PROBLEMS.

2.1 THE STUDENT WILL BE ABLE TO RECOGNIZE AND DRAW VARIOUS GEOMETRIC FIGURES ON A TEACHER-MADE TEST WITH 80% ACCURACY.

2.2 THE STUDENT WILL BE ABLE TO ADD, SUBTRACT, MULTIPLY AND DIVIDE RATIONAL, IRRATIONAL, MIXED AND WHOLE NUMBERS THROUGH 5 DIGITS WITH AN ACCURACY OF 80% ON A TEACHER-MADE TEST.

2.3 THE STUDENT WILL BE ABLE TO APPLY THE USE OF LINEAR MEASUREMENTS TO A NEW SITUATION, AS OBSERVED BY THE TEACHER.

MATHEMATICS
GRADES 7 - 12

1.0 TO DEVELOP PRACTICAL MATHEMATICAL SKILLS.

1.1 THE STUDENT WILL BE ABLE TO PERFORM BASIC MATHEMATICAL SKILLS FOR HIS GRADE LEVEL AS EVIDENCED BY MAKING 70% OR BETTER ON A TEACHER-MADE TEST.

1.2 STUDENTS WILL BE ABLE TO THINK INDUCTIVELY, DEDUCTIVELY, AND FORMULATE PROOFS AS EVIDENCED BY PASSING A TEACHER-MADE TEST WITH 70% ACCURACY.

1.3 THE STUDENT WILL BE ABLE TO READ MATHEMATICAL LANGUAGE COMPREHENSIVELY WITH A 70% ACCURACY ON A TEACHER-MADE TEST OR BY PERFORMANCE ON VARIOUS MATHEMATICAL PROBLEMS AS OBSERVED BY THE TEACHER.

2.0 TO INCREASE SKILLS AND UNDERSTANDING OF MORE COMPLEX MATHEMATICS.

2.1 MORE ADVANCED STUDENTS WILL BE ABLE TO SOLVE MORE COMPLEX PROBLEMS WITH AN AVERAGE ACCURACY OF 70%.

2.2 THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF REAL AND/OR COMPLEX NUMBER SYSTEMS AS EVIDENCED BY A SCORE OF 70% ON A TEACHER-MADE TEST.

2.3 UNDERACHIEVERS WILL WORK WITH MATERIALS WHICH WILL LOWER FRUSTRATION LEVELS AND SUCCEED AS MEASURED BY OBSERVATION AND RECORDS.

3.0 TO DEVELOP AN INTEREST AND ENTHUSIASM IN MATHEMATICS.

3.1 STUDENTS WILL VOLUNTARILY PARTICIPATE IN EXTRA-CURRICULAR MATHEMATICAL ACTIVITIES AS RECORDED AND OBSERVED BY THE TEACHER.

MUSIC
GRADES 1 - 6

1.0 EACH STUDENT WILL DEVELOP SKILLS IN LISTENING, RHYTHMIC MOVEMENT AND SIMPLE PERFORMANCE.

1.1 EACH STUDENT WILL BE ABLE TO IDENTIFY INSTRUMENTS OF BANDS AND ORCHESTRAS, SOLO AND ENSEMBLE GROUPS, TEMPO AND DYNAMIC DIFFERENCE, ETC. TO THE SATISFACTION OF THE TEACHER.

1.2 EACH STUDENT WILL PARTICIPATE IN RHYTHMIC GAMES, PANTOMIME, ETC. TO DEVELOP A SENSE OF REGULARLY OCCURRING EVENTS TO BE OBSERVED BY THE TEACHER.

1.3 EACH STUDENT WILL HAVE OPPORTUNITIES TO PARTICIPATE IN PERFORMANCE GROUPS.

VOCAL DEPARTMENT

1.0 DEVELOP SKILLS IN READING, WRITING, AND LISTENING TO MUSIC.

1.1 SIXTY PERCENT OF THE STUDENTS WILL BE ABLE TO SIGHT-READ SIMPLE MELODIES IN THE KEYS OF C, G, AND F, WITH 80% ACCURACY.

1.2 WITH PROPER PREPARATION, 90% OF THE STUDENTS WILL BE ABLE TO SING THEIR HARMONIC PARTS IN THE CHORAL SELECTIONS TO THE TEACHER'S SATISFACTION.

2.0 TO ALLOW EACH CHILD THROUGH MUSIC EDUCATION TO FIND FOR HIMSELF A NEW POTENTIAL FOR AND IMAGE OF SUCCESS THROUGH SELF-EXPRESSION, SELF-REALIZATION, AND SELF-DISCIPLINE.

2.1 ALL STUDENTS WILL HAVE A CHANCE TO DEVELOP A SENSE OF PRIDE AND ACCOMPLISHMENT AND SELF-DISCIPLINE THROUGH CHORAL SINGING, AS EVIDENCED THROUGH PERFORMANCES.

2.2 MORE TALENTED STUDENTS WILL HAVE ADDED OPPORTUNITIES THROUGH ENSEMBLE SINGING OR SINGING OF SOLOS, AS WELL AS OPPORTUNITIES FOR PARTICIPATION IN HONOR GROUPS.

2.3 THE STUDENTS WILL HAVE AN OPPORTUNITY TO ENGAGE IN VOCAL COMPETITION THROUGH CONTESTS AND FESTIVALS.

OVERALL GOAL: TO OFFER OPPORTUNITIES TO DEVELOP AN APPRECIATION AND IN-DEPTH UNDERSTANDING OF ALL ARTISTIC ENDEAVORS, PARTICULARLY AURAL.

1.0 TO DEVELOP SKILLS IN READING, WRITING, AND LISTENING TO MUSIC.

1.1 THE STUDENT WILL LEARN SUFFICIENT MUSICAL PERFORMANCE SKILLS TO BE ABLE TO PERFORM MUSIC OF VARIOUS TIMES, PLACES, AND STYLES TO THE SATISFACTION OF THE TEACHER.

1.2 THE STUDENT WILL SHOW A GRADUAL RATE OF IMPROVEMENT IN HIS ABILITY TO DISCERN AND DISCUSS CORRELATIONS BETWEEN MUSIC AND THE OTHER ARTS, I.E., TIMBRE AND COLOR SHADING, FORM, ARRANGEMENT, AND USE OF LINE, RHYTHM AND POETRY, ETC.

1.3 EACH STUDENT WILL DEMONSTRATE HIS MASTERY OF CERTAIN BASIC MUSICAL SKILLS BY A PRESENTATION OF A SELECTION OF HIS CHOICE TO EITHER HIS PEERS OR TEACHER.

2.0 TO ALLOW EACH CHILD THROUGH MUSIC EDUCATION TO FIND FOR HIMSELF A NEW POTENTIAL FOR AND IMAGE OF SUCCESS THROUGH SELF-EXPRESSION, SELF-REALIZATION, AND SELF-DISCIPLINE.

2.1 STUDENTS SHOULD LEARN TO WORK WITH OTHERS, CARRYING THEIR FULL SHARE TOWARD A COMMON GOAL AS EVIDENCED BY PARTICIPATION IN SPECIAL AS WELL AS REGULAR GROUPS.

2.2 STUDENTS SHOULD DEVELOP THEIR ABILITIES IN LEADERSHIP AND FELLOWSHIP.

2.3 STUDENTS SHOULD LEARN THAT LIFE CAN BE MORE EASILY EXPERIENCED BECAUSE OF HIS EXPOSURE TO MUSIC.

PHYSICAL EDUCATION
GRADES 7 - 12

1.0 TO DEVELOP PROPER ATTITUDES CONCERNING TEAM AND INDIVIDUAL COMPETITION.

1.1 NINETY PERCENT OF THE STUDENTS WILL BE ABLE TO NAME, INTERPRET AND APPLY CORRECT RULES IN ANY GIVEN TEAM SPORT WITH 90% ACCURACY AS MEASURED BY A TEACHER-MADE TEST, OBSERVATION OR LAB ACTIVITIES.

2.0 TO IMPROVE STUDENT'S GENERAL PHYSICAL CONDITION.

2.1 EACH STUDENT WILL INCREASE HIS STRENGTH, ENDURANCE, ABILITY BY 10% DURING THE YEAR AS DETERMINED BY OBSERVATION AND TEACHER CHECK LIST.

3.0 TO DEVELOP AN AWARENESS OF THE ASSETS AND IMPORTANCE OF GOOD HEALTH AND HYGIENE.

3.1 STUDENTS WILL PRODUCE KNOWLEDGE AND UNDERSTANDING OF PROPER HYGIENE AS EXEMPLIFIED BY THEIR GENERAL APPEARANCE AS OBSERVED AND RECORDED BY THE TEACHER.

SCIENCE
GRADES 7 - 8

1.0 TO ACQUAINT STUDENTS WITH THE ELEMENTARY CONCEPTS OF BOTONY, ZOOLOGY, GEOLOGY AND THE PHYSICAL SCIENCES SO THAT HE CAN BETTER UNDERSTAND HIMSELF AND COME TO LIVE A HAPPIER, PRODUCTIVE, AND SUCCESSFUL LIFE.

1.1 EIGHTY PERCENT OF THE STUDENTS WILL BE ABLE TO IDENTIFY AND EXPLAIN THE CELL STRUCTURE, REPRODUCTIVE SYSTEM AND A GENERAL RELATIONSHIP AMONG LIVING ORGANISMS WITH 70% ACCURACY ON A TEACHER-MADE TEST.

1.2 EIGHTY PERCENT OF THE STUDENTS WILL BE ABLE TO RECOGNIZE, CATEGORIZE, AND EXPLAIN ROCK FORMATIONS PRESENTED TO THEM WITH A 70% ACCURACY ON A TEACHER-MADE TEST OR BY OBSERVATION.

1.3 EIGHTY PERCENT OF THE STUDENTS WILL BE ABLE TO IDENTIFY THE FORMATION, STRUCTURE, AND RELATIONSHIP OF THE EARTH'S SOLAR SYSTEM AS EXEMPLIFIED BY PASSING A TEACHER-MADE TEST WITH 70% ACCURACY.

1.4 EIGHTY PERCENT OF THE STUDENTS WILL BE ABLE TO APPLY BY DEMONSTRATION OR DEFINITION THE ELEMENTARY THEORIES OF PHYSICAL SCIENCES ON A TEACHER-MADE TEST WITH 70% ACCURACY.

SCIENCE
GRADES 7 - 12

OVERALL GOAL: TO PREPARE THE STUDENT TO BE ABLE TO MEET THE CHALLENGE OF THE NEXT RELATED COURSE OF SCIENCE.

1.0 TO DEVELOP STUDENT'S ABILITY TO HANDLE, CONSTRUCT, AND MANIPULATE MATERIALS AND EQUIPMENT IN A PRODUCTIVE AND SAFE MANNER, AND TO DEVELOP HIS ABILITY TO MEASURE, ORGANIZE AND COMMUNICATE SCIENTIFIC INFORMATION.

1.1 EIGHTY PERCENT OF THE STUDENTS WILL BE ABLE TO DEMONSTRATE THE PROPER LAB TECHNIQUES WITH 70% ACCURACY ON A TEACHER-MADE TEST AND OBSERVATION SCALE.

2.0 TO DEVELOP STUDENT'S KNOWLEDGE OF FACTS, TERMINOLOGY CONCEPTS, GENERALIZATION AND PRINCIPLES WHICH HELP THE STUDENTS CONFRONT AND INTERPRET THEIR ENVIRONMENT.

2.1 NINETY PERCENT OF THE STUDENTS ENROLLED IN THE LIFE SCIENCES WILL BE ABLE TO IDENTIFY TAXONOMIC CATEGORIES OF PLANTS AND ANIMALS WITH 70% ACCURACY ON A TEACHER-MADE TEST.

SCIENCE, GRADES 7 - 12, CONTINUED.

2.2 NINETY PERCENT OF THE STUDENTS WILL BE ABLE TO IDENTIFY THE STRUCTURE AND PHYSIOLOGY OF PLANTS AND ANIMALS WITH 70% ACCURACY ON A TEACHER-MADE TEST.

3.0 TO GAIN AN UNDERSTANDING OF THE CHEMICAL COMPOSITION AND CHANGES IN MATTER.

3.1 NINETY PERCENT OF ALL THE STUDENTS WILL BE ABLE TO USE THE INFORMATION FROM THE PERIODIC CHART AS EVIDENCED BY THE TEACHER-MADE TESTS OR LAB EXERCISES WITH 70% ACCURACY.

3.2 NINETY PERCENT OF ALL THE STUDENTS WILL BE ABLE TO CALCULATE A CHEMICAL EQUATION WITH 70% ACCURACY ON A TEACHER-MADE TEST.

3.3 NINETY PERCENT OF ALL THE STUDENTS WILL BE ABLE TO SOLVE PROBLEMS RELATED TO THE "GAS LAWS" WITH 70% ACCURACY ON A TEACHER-MADE TEST.

3.4 NINETY PERCENT OF THE STUDENTS WILL BE ABLE TO CALCULATE PH AND IONOZATION OF A CHEMICAL SOLUTION WITH 70% ACCURACY ON A TEACHER-MADE TEST.

3.5 NINETY PERCENT OF THE STUDENTS WILL BE ABLE TO NAME AND DRAW STRUCTURAL FORMULAS FOR VARIOUS ORGANIC COMPOUNDS AND REACTIONS WITH 70% ACCURACY ON A TEACHER-MADE TEST.

4.0 TO GAIN AN UNDERSTANDING OF THE CAUSE AND EFFECT OF NATURALIZED PHENOMENA.

4.1 ALL STUDENTS WILL BE ABLE TO IDENTIFY THE FORCES INVOLVED IN THE VARIOUS "LAWS OF MOTION" AND SOLVE FOR QUANTITATIVE VALUES AS EVIDENCED BY MAKING 70% ON A TEACHER-MADE TEST.

4.2 ALL STUDENTS WILL BE ABLE TO IDENTIFY THE CAUSES OF VARIOUS OPTICAL PHENOMENA AND SOLVE FOR QUANTIFIED VALUES AS EVIDENCED BY MAKING 70% ON A TEACHER-MADE TEST.

4.3 ALL STUDENTS WILL BE ABLE TO IDENTIFY THE CAUSES AND EFFECTS OF VARIOUS ELECTRICAL AND MAGNETIC PHENOMENA AS EVIDENCED BY SCORING WITH 70% ACCURACY ON A TEACHER-MADE TEST.

SOCIAL STUDIES

GRADE 4:

1.0 HELP EVERY STUDENT DEVELOP HIS PERSONAL RESPONSIBILITY IN SKILLS, SOCIETY, AND EDUCATION FOR THE BETTERMENT OF HIS CITIZENSHIP, SO HE MAY CONTRIBUTE HIS SHARE IN SHAPING CHANGES TOWARD A BETTER WAY OF LIFE FOR HIMSELF AND HIS FELLOWMAN.

1.1 AT LEAST 55% OF THE STUDENTS WILL UNDERSTAND THE DIFFERENT TYPES OF ECONOMICS AND HOW THEY AFFECT THE LIVES OF PEOPLE WHO LIVE IN OUR OWN COUNTRY AS SHOWN ON A TEACHER-MADE TEST.

1.2 TO INTRODUCE TO ALL STUDENTS THE DIFFERENT REGIONS OF THE WORLD, THEIR POSSIBILITIES OF TODAY, AND HOW INFORMATION IS GATHERED ABOUT EACH AND 60% WILL UNDERSTAND HOW THIS INFORMATION IS GATHERED AND HOW THE CULTURES OF THESE REGIONS ARE DIFFERENT FROM OURS BY TAKING A TEACHER-MADE TEST.

GRADE 5:

1.0 HELP ALL PUPILS GROW IN KNOWLEDGE, DEVELOP ATTITUDES, VALUES, IDEALS, APPRECIATIONS, AND UNDERSTANDINGS THAT WILL ENABLE HIM TO LEAD A USEFUL AND REWARDING LIFE IN A DEMOCRATIC SOCIETY.

1.1 SIXTY PERCENT OF THE STUDENTS HAVE THE ABILITY TO IDENTIFY AND UNDERSTAND THE COLONIAL SETTLEMENTS OF EARLY AMERICA AND THE EVENTS LEADING TO THE AMERICAN REVOLUTION.

1.2 TO UNDERSTAND WHAT THE EFFECT OF SLAVERY AND LAND POLICIES ON FARM DEVELOPMENT IS IN THE VARIOUS AREAS OF NORTH AMERICA AND THAT 75% OF THE STUDENTS PASS ACCORDING TO A TEACHER'S JUDGMENT AND A TEACHER-MADE TEST.

GRADE 6:

1.0 THE PURPOSE OF THIS COURSE IS TO HELP EACH STUDENT ACQUIRE THE KNOWLEDGE AND SKILLS NECESSARY IN HIS PREPARATION FOR THE JUNIOR HIGH CURRICULUM, AS WELL AS INTRODUCE HIM TO THE CULTURAL BACKGROUND OF ALL THE PEOPLE OF THE WORLD, AND HELP HIM TO REALIZE AND APPRECIATE THE INFLUENCE OF THESE VARIOUS CULTURES UPON HIS OWN PERSONAL LIFE REGARDLESS OF WHERE HE LIVES.

1.1 SIXTY-FIVE PERCENT OF THE STUDENTS WILL UNDERSTAND THE GEOGRAPHY OF EUROPE AND HOW HISTORICAL EVENTS AND GOVERNMENTAL CHANGES HAVE SHAPED TODAY'S EUROPE; AND WILL BE ABLE TO COMPLETE A MAP EXERCISE AND TEACHER-MADE TEST WITH 55% ACCURACY.

1.2 TWO OUT OF THREE STUDENTS WILL BE ABLE TO COMPLETE A TEACHER-MADE TEST WITH 70% ACCURACY AND HAVE THE ABILITY TO MAKE A COMPARISON (ORALLY OR WRITTEN) OF THE VARIOUS SOCIETIES OF AFRICA.

SOCIAL STUDIES, GRADE 6, CONTINUED.

1.3 UPON COMPLETION OF DEALING WITH AN IN-DEPTH STUDY OF THE MIDDLE EAST (PAST AND PRESENT) STUDENTS WILL SEE THE INFLUENCE OF THIS AREA UPON THE REST OF THE WORLD IN REGARD TO THE GROWTH OF CIVILIZATION AND THE IMPORTANT RELIGIONS OF THE WORLD. THREE-FOURTHS OF THE STUDENTS SHOULD BE ABLE TO PASS A TEACHER-MADE TEST WITH 65% ACCURACY.

1.4 INTRODUCE STUDENTS TO THE ACTIVITIES OF PEOPLE WHO PRODUCE, SAVE, SPEND, PAY TAXES, AND PERFORM SERVICES FOR THE PURPOSE OF MEETING THEIR WANTS AND NEEDS. STRESS THE FACT THAT THE UNLIMITED WANTS OF MAN MUST BE MET BY LIMITED RESOURCES. AT THE END OF THIS UNIT, 75% OF THE STUDENTS WILL BE ABLE TO PASS A TEACHER-MADE TEST WITH 65% ACCURACY.

GRADES 7 - 12

1.0 TO MAKE THE STUDENTS AWARE THAT THEY ARE THE POTENTIAL LEADERS OF THE NEXT GENERATION AND TO PREPARE THEM TO ACCEPT THE RESPONSIBILITY OF LEADERSHIP.

1.1 THE STUDENTS WILL BE FAMILIAR WITH INTERACTION OF THE COUNTRIES OF THE WORLD AS TO TREATY RELATIONSHIPS, TRADE, CULTURES AND IDEAS, AS MEASURED BY OBSERVATION OF THE TEACHER FROM AN ESSAY.

1.2 THE STUDENTS WILL BE ABLE TO UNDERSTAND THE CITIZENS' ROLES IN OUR COUNTRY'S POLITICS AND GOVERNMENT BY STUDYING A UNIT ON CITIZENSHIP AND GOVERNMENT AS DEMONSTRATED BY A TEST ON WHICH 75% ACCURACY IS REQUIRED.

1.3 STUDENTS WILL STUDY VARIOUS PHILOSOPHIES OF PAST LEADERS OF THE U.S., THE WEAKNESSES AND THE STRONG POINTS OF EACH AND DEMONSTRATE THEIR KNOWLEDGE BY LISTING 10 PHILOSOPHERS AND BELIEFS WITH 80% ACCURACY.

1.4 STUDENTS WILL STUDY A UNIT ON EDUCATION, THE GOVERNMENT'S SUPPORT OF IT, AND REASONS BEHIND IT AND BE ABLE TO DEMONSTRATE HIS UNDERSTANDING ON A TEACHER-MADE TEST WITH 80% ACCURACY.

2.0 TO PROVIDE EXPERIENCE TO HELP THE STUDENTS TO DEVELOP THE ABILITY TO THINK CREATIVELY.

2.1 STUDENTS WILL TAKE FIVE EVENTS OF FACT HAPPENING WITHIN THE LAST 10 YEARS AND RELATE HOW THEY WERE ACTUALLY AFFECTED BY THE RESULTS OF THINGS WE DID OR DID NOT DO IN THE PAST.

2.2 STUDENTS WILL BE ABLE TO MAKE HIS OWN PLANS AND IDEAS ABOUT HOW WE WOULD BETTER BE ABLE TO LIVE TOGETHER IN OUR WORLD, AS TESTED BY OBSERVATION OF THE TEACHER BASED ON ORIGINALITY AND PRACTICALITY.

EDUCABLE MENTALLY HANDICAPPED

1.0 TO RAISE THE COGNITIVE, AFFECTIVE, AND PSYCHOMOTOR PERFORMANCE LEVELS OF HANDICAPPED CHILDREN.

1.1 THE ACADEMIC ACHIEVEMENT LEVEL FOR 85% OF THE STUDENTS WHO ACHIEVE A FULL SCALE I.Q. SCORE ON THE WISC BETWEEN 50 AND 75 AND WHO ARE PLACED IN A DEVELOPMENTAL LEARNING LAB WILL BE RAISED IN PROPORTION TO THE RATIO OF I.Q., WISC M.A., OF A NORMAL GROWTH EXPECTANCE EACH YEAR IN READING, SPELLING, AND ARITHMETIC AS MEASURED BY THE WIDE RANGE ACHIEVEMENT TEST. THIS RATIONAL MAY BE EXPRESSED AS A STANDARD SCORE ON THE WIDE RANGE ACHIEVEMENT TEST ON EACH OF THE THREE SUBTESTS OF READING, MATH, AND SPELLING EQUAL TO OR WITHIN 10 POINTS OF THE FULL SCALE I.Q. WISC SCORE.

1.2 EACH STUDENT WILL INCREASE HIS SELF-CONTROL, GOOD MANNERS AND SOCIAL ACCEPTANCE IN BOTH A ONE-TO-ONE AND GROUP SITUATIONS MEASURED BY PRE- AND POST-TEST CHECKLISTS PREPARED BY THE TEACHER.

1.3 EACH STUDENT WILL DEVELOP MUSCULAR STRENGTH, COORDINATION AND FREE MOVEMENT TO RHYTHM THROUGH A SYSTEMATIC PHYSICAL FITNESS PROGRAM AND MEASURED BY BOTH PRE- AND POST-TESTS (TEACHER-MADE) AND OBSERVATION.

2.0 TO ENABLE THE STUDENT TO GRASP THE SIGNIFICANCE OF THE WORLD OF WORK AND THE SKILLS, ATTITUDES, AND WORK HABITS ACCEPTABLE FOR GAINFUL EMPLOYMENT.

2.1 EACH STUDENT WILL BE ABLE TO LIST A MINIMUM OF FOUR JOB OPPORTUNITIES AVAILABLE IN THE COMMUNITY. THIS WILL BE MEASURED BY HAVING THE STUDENT LIST WITHOUT NOTICE AT THE BEGINNING OF THE YEAR ALL JOB OPPORTUNITIES OF WHICH HE IS AWARE IN THE COMMUNITY AND AGAIN AT THE END OF SCHOOL YEAR THE STUDENT WILL COMPILE ANOTHER LIST.

3.0 TO ENABLE THE STUDENT TO KNOW THE PRINCIPLES INVOLVED IN BECOMING A USEFUL CITIZEN IN A DEMOCRATIC FORM OF SOCIETY, I.E., LOCAL, STATE, AND NATIONAL.

3.1 EACH PUPIL WILL BE ABLE TO DEMONSTRATE A MINIMUM OF THREE PRINCIPLES OF GOOD CITIZENSHIP IN GIVEN CLASSROOM SITUATIONS AS MEASURED BY TEACHER-MADE CHARTS CONSTRUCTED AT THE BEGINNING AND END OF THE SCHOOL YEAR.

LEARNING DISABILITIES LAB

1.0 To raise the affective, and psychomotor performance levels of handicapped children and to raise the functioning level of the student to his potential level to enable him to return to his regular classroom.

1.1 Each student will increase his self-control, good manners and social acceptance in both a one-to-one and group situation as measured by pre- and post-test checklists prepared by the teacher.

1.2 Each student will develop muscular strength, coordination and free movement to rhythm through a systematic physical fitness program and measured by teacher-made tests, both pre- and post-tests, and observation.

1.3 The academic achievement level for 75% of the students will be raised by five months as measured by the WRAT in pre- and post-tests in reading, arithmetic, and spelling.

2.0 To enable the student to grasp the significance of the world of work and the skills, attitudes, and work habits acceptable for gainful employment.

2.1 Each student will be able to list a minimum of four job opportunities available in the community. This will be measured by having the student list without notice at the beginning of the year all job opportunities of which he is aware in the community and again at the end of the school year the student will compile another list.

3.0 To enable the student to know the principles involved in becoming a useful citizen in a democratic form of society, i.e., local, state, and national.

3.1 Each pupil will be able to demonstrate a minimum of three principles of good citizenship in given classroom situations as measured by teacher-made charts constructed at beginning and end of school year.

SPEECH CORRECTION

1.0 SPEECH DISORDERS: TO IDENTIFY AND PROVIDE THERAPEUTIC SERVICES BASED UPON APPRAISAL AND DIAGNOSIS.

1.1 EACH PARTICIPANT WILL BE ABLE TO CORRECTLY PRODUCE 40% OF ANY DEFECTIVE SPEECH WITH AN ACCURACY OF 75% BY THE END OF THE YEAR AS MEASURED BY A TEST OF ARTICULATION, ORAL RESPONSE OR OBSERVATION.

2.0 LANGUAGE DEVELOPMENT: TO IDENTIFY AND PROVIDE BROADER LANGUAGE EXPERIENCES FOR THOSE CHILDREN THAT ARE DEFICIENT IN THIS AREA.

2.1 THE PARTICIPANT WILL HAVE AN INCREASED ABILITY IN UNDERSTANDING AND USING THEIR LANGUAGE AND ITS RELATIONSHIP TO WORDS, SENTENCES, AND CONTEXTUAL SPEECH. IMPROVEMENT TO BE MEASURED BY OBSERVATION BY THERAPIST.

3.0 AUDITORY DISCRIMINATION: TO PROVIDE ASSISTANCE FOR THE STUDENT WHO HAS DIFFICULTY DISCRIMINATING SOUNDS.

3.1 EACH PARTICIPANT WILL INCREASE HIS ABILITY IN DISTINGUISHING INITIAL AND BACKGROUND SOUNDS AS WELL AS SPECIFIC SOUNDS MISARTICULATED BY THE PARTICIPANT TO A DEGREE OF 80% AS MEASURED BY ANY TEST OF AUDITORY DISCRIMINATION AND DIRECT OBSERVATION OF THE THERAPIST.

LIBRARY MEDIA CENTER

1.0 THE LIBRARY MEDIA PROGRAM WILL PROVIDE ADEQUATE INSTRUCTIONAL MATERIALS WHICH ARE APPROPRIATE, RELEVANT, AND SUPPORT THE CURRICULUM.

1.1 GIVEN A LIST OF AVAILABLE CAREER MATERIALS, THE MEDIA SPECIALIST WILL SELECT NEW VOCATIONAL CAREER MATERIALS IN FIVE TO TEN AREAS.

1.2 APPROPRIATE SHELVING FACILITIES FOR A SELECTED GROUP OF PROFESSIONAL MATERIALS WILL BE ADDED TO THE LIBRARY MEDIA CENTER BEFORE THE END OF EACH SCHOOL YEAR.

1.3 TEN TO FIFTEEN NEW ITEMS OF INSTRUCTIONAL MATERIALS ON MINORITY GROUPS, MEXICAN, BLACK AND INDIAN, WILL BE ADDED TO THE MEDIA CENTER'S COLLECTION BY THE END OF EACH SCHOOL YEAR.

2.0 THE LIBRARY MEDIA PROGRAM WILL PROVIDE NOT ONLY MATERIALS AND SERVICES, BUT WILL ALSO ASSIST IN THE PRODUCTION, ORGANIZATION, AND EFFECTIVE USE OF THE MATERIALS.

2.1 GIVEN APPROPRIATE INSTRUCTIONS ON THE USE OF THE CARD CATALOG, ONE HALF OF THE STUDENTS WILL BE ABLE TO CHOOSE A BOOK BY ITS AUTHOR, TITLE OR SUBJECT WITH 70% ACCURACY.

2.2 GIVEN APPROPRIATE INSTRUCTIONS ON THE USE OF THE READERS GUIDE TO PERIODICAL LITERATURE, 50% OF THE STUDENTS WILL BE ABLE TO IDENTIFY THE PARTS OF AN ENTRY FROM THE READERS GUIDE WITH 70% ACCURACY.

2.3 GIVEN APPROPRIATE INSTRUCTIONS ON THE USE OF REFERENCE BOOKS AVAILABLE IN THE MEDIA CENTER, 50% OF THE STUDENTS WILL BE ABLE TO LOCATE INFORMATION FROM THESE BOOKS WITH 70% ACCURACY.

3.0 THE LIBRARY MEDIA CENTER WILL MAKE ALL MATERIALS AVAILABLE AND ENCOURAGE THEIR USE IN ORDER THAT THE MEDIA CENTER IS AN INTEGRAL PART OF THE SCHOOL'S OVERALL EDUCATIONAL PROGRAM.

3.1 THE MEDIA SPECIALIST WILL TYPE LISTS OF CURRENT MATERIALS PURCHASED BY THE MEDIA CENTER AND GIVE THESE LISTS TO THE TEACHERS WHEN THESE MATERIALS ARE AVAILABLE.

3.2 THE MEDIA SPECIALIST WILL MAKE A LIST OF MATERIALS SUGGESTED FOR PURCHASE BY CLASSROOM TEACHERS, ADMINISTRATORS AND STUDENTS, AND ANALYZE THIS LIST WHEN ORDERING NEW MATERIALS.

3.3 GIVEN AN OPPORTUNITY THE MEDIA SPECIALIST WILL DISCUSS WITH STUDENTS AND TEACHERS VARIOUS BOOKS AND RECOMMEND THEIR BEING READ.